PREPARATION FOR THE PROFESSION: AN EXAMINATION OF THE TRIANGULATION AMONG UNIVERSITY OF UTAH JOURNALISM EDUCATORS, THEIR STUDENTS, AND THE SALT LAKE VALLEY MEDIA PRACTITIONERS WHO HIRE THEM

by

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ABSTRACT

Journalism educators must make critical decisions about their undergraduate curricula, determining how to best prepare their students for professional careers. Present scholarship indicates that a disconnect exists in what journalism students think they ought to know and/or be able to do upon graduation, what educators think they must teach their students, and what current practitioners identify and value in entry-level journalists.

This case study addresses a void in scholarship, as it explores what constitutes adequate preparation in a local context: via perceptions of journalism students and educators at the University of Utah as well as journalism practitioners who work in the Salt Lake Valley.

Multiple methods—focused interviews, descriptive surveys, and direct observations—illuminated students', educators', and practitioners' perceptions of preparation and revealed, contrary to other researchers' findings, overall agreement among these three communities.

Entry-level journalists, according to the data, must have stellar reporting and writing skills, exercise critical-thinking skills, remain curious about the world around them, understand basic governmental processes and protocols, and practice their craft—on their own and in professional opportunities as they emerge.

Eight specific suggestions resulted from the data that may improve the existing undergraduate journalism curriculum at the University of Utah.

Dedicated to Thomas and Lauretta Kuban, Richard and Dolores Kuban, and Thomas and Eileen Wagner. Thank you for impressing upon me the value of education.

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ACKNOWLEDGMENTS

My professional experience with journalism began in 2004 at Independent News Network in Davenport, Iowa. I am sincerely grateful for this opportunity, as it allowed me to witness the benefits and detriments of the media through my various assignments. It also showed me some deficiencies in my own undergraduate education and made me wonder how that compared to others' educative backgrounds. Thus, it served as the catalyst for this dissertation topic.

As scholars, our careers are defined by the academic triad: teaching, researching, and service. I have many mentors to thank who helped me improve in each of these capacities at the University of Utah, where I will earn my Doctor of Philosophy, and my alma mater, Iowa State University, where I earned my Bachelor and Master of Science degrees. In the paragraphs that follow, though, I will focus on teaching and researching and the particular individuals to whom I wholeheartedly and publicly express my gratitude. I am a better person and professional because of these people.

I must first thank all of my past teachers—primary, secondary, and postsecondary. In all honesty, as a student, I liked some more than others, and from some I believe I learned more than others. But it was not until 2005, when I first experienced the "other side," i.e., when I became a teacher myself, that I realized just how much time and effort goes into teaching. And, though too numerous to name all of them here, my past teachers

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CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

Journalism education today in the United States has evolved into a dichotomous dilemma: Should instructors teach it as a craft or as a complement to other disciplines?[1] Of course, this argument is not completely polarized within the academy, but in consideration of the technological information age in which journalism practitioners generate their product—for print and broadcast outlets as well as their respective online components—this concern resonates among educators who try to effectively prepare the next generation of professionals.[2] Even the word "journalism" has of late become a subject of academic discourse.[3] In an e-mail to Michael Bugeja, director of the Greenlee School of Journalism and Communication at Iowa State University, Brian Johnson, journalism department chair at the University of Illinois, wrote: "I'm forever on a quest to make people understand that 'information' and 'journalism' are not the same thing. Journalism is 'value-added' information, and its need is as great now as it ever has been."[4] Freelance journalist and media scholar Isabel Macdonald said that "these debates are impacting the curricula of some U.S. journalism programs."[5] Barbara Hines, director of Howard University's graduate program in mass communication and media studies and former president of the Association for Education in Journalism and Mass Communication, succinctly summarized the problem: "Journalism professors are

struggling to integrate constantly changing multimedia skills into already jammed curricula without sacrificing attention to the nuts and bolts of good journalism."[6]

Preparation Predicament

This struggle manifests itself in the type of journalism preparation undergraduate students receive in their programs of study.[7] Educators and scholars may have their own ideas of what types of skills and concepts their students should possess and comprehend, but do these ideas align with those who work in the field? And where do students' expectations of what they believe they need to know enter this conversation? A study of recent graduates conducted in 2010 by researchers Lee Becker, Tudor Vlad, and Whitney Kazragis found that "writing and editing for the web is a prominent part of the work landscape."[8] Indeed, varying ideas may emerge about what constitutes adequate preparation for journalism students who wish to pursue a career in this field, as exemplified by this statement:

> University-based journalism programs are the subject of competing, and often conflicting, pressures—from the push for journalism schools to impart the ideals of journalism as a public service-oriented profession, to industry pressures for practical training, to the demands of the academic institutions that host journalism programs.[9]

Such pressures make it difficult to determine and enact curricular changes in undergraduate journalism programs.

Purpose of the Study

An exploration is necessary that investigates the triangulation among journalism students, their educators, and the practitioners who hire them: "The relationships between contemporary journalism education programs and media industries are significant."[10] Thus, it is crucial to illuminate students', educators', and practitioners' perspectives

within this particular discipline in order to discern (1) what journalism skills educators think they need to teach their students, (2) what students believe they should know and/or be able to do upon graduation, and (3) what skills local practitioners identify as imperative. What does it mean to be "prepared" for a journalism career? How does the definition of "preparation" vary among these population groups? As evidenced by the aforementioned dilemma and preparation predicament, this exploration needs to occur, and it needs to be done so via qualitative methods: "Qualitative studies investigate meaning-making."[11] The complex meaning of "preparation" gleaned from the combined perspectives of journalism students, educators, and practitioners can contribute to curricular modification and improvement, and it can potentially bolster the relationship among these groups through refined understanding of needs and values related to the profession. The University of Utah journalism curriculum and the journalism practitioners who work in the Salt Lake Valley can provide a case study to examine this debate in a local context.[12]

Rationale for Qualitative Research

This study will thus produce a "close-up" that investigates one particular program. No one has done such a local investigation; rather, numerous national studies have consulted practitioners and students about preparation.[13] However, not all media markets are the same, and while numbers may provide broad trends, they cannot provide intimate details.[14] Research from Tamyra Pierce and Tommy Miller, scholars in the Department of Mass Communication and Journalism at California State University, Fresno, found "differences in what editors from different sizes of newspapers want from new journalists."[15] This dissertation researches multiple constructed realities of what

constitutes adequate preparation, and it studies them holistically, a strength of qualitative methodology.[16] Scholar John Pauly describes a qualitative researcher as "an explorer, not a tourist," who investigates all interpretations of a phenomenon.[17] He offers this metaphor:

> Rather than speeding down the interstate, the qualitative researcher ambles along the circuitous back roads of public discourse and social practice. In reporting on that journey, the researcher may conclude that some of those paths were, in fact, wider and more foot-worn than others, that some branched off in myriad directions, some narrowed along the way, some rambled endlessly while others ran straight and long, and some ended at the precipice, in the brambles, or back at their origin.[18]

Qualitative research does not have to initially articulate a theory or construct-oriented conundrum to test: "The prevailing wisdom has been that qualitative research is more useful for theory building than theory testing."[19] Authors Philip Runkel and Margaret Runkel similarly contend that theory is a continuum, or a process, that a researcher experiences. "Theory belongs to the family of words that includes guess, speculations, supposition, conjecture, proposition, hypothesis, conception, explanation, model."[20] As there is no universal definition of journalism preparation from which to test or hypothesize, this study's research questions will explore this idea of preparation, providing details that should inductively illuminate and explicate it in a local context.

Thus, this study "aims to inform practice by providing rich, elaborated descriptions of specific processes or concerns within a specified context."[21] In this case, the "concern" is student preparation, the "context" is the local journalism profession, and the "rich, elaborated descriptions" come from journalism educators, practitioners, and the students themselves in order to "inform practice," or the existing academic curriculum. Therefore, the study necessitates qualitative methods as a crucial part of the exploration, which includes: in-depth interviews and descriptive surveys (with media practitioners,

journalism educators, and current and/or recently graduated journalism students) and direct-observation field notes (from visits to media firms in close proximity, observing the skills/concepts at work in typical practitioners' daily routines). As Grant McCracken wrote in his book: "Qualitative methods are most useful and powerful when they are used to discover how the respondent sees the world."[22]

The Debate Further Defined

Some have dismissed any value in the formal education of journalists, contending that "what journalists need to learn—the knowledge they must master—comes mostly from the field."[23] One scholar even acknowledged that a group of university presidents and provosts recently assessed the quality of journalism education via the possession of new buildings and advanced technologies, which indirectly indicated that students need exposure to the technical aspects of the industry in order to competently enter into it.[24] Elliot King, journalism professor at Loyola University in Maryland, explained that "during the past several years in the United States, academics, many of whom are former practitioners themselves, often argued that the core knowledge that journalism students needed was primarily skills-oriented."[25] Isabel Macdonald made a similar, sweeping statement: "Journalism is referred to by many as a profession, which would justify a professional model of education."[26] And in this time of economic turmoil and uncertainty, one can argue that technical, vocational skills have received newfound value and appreciation among employers.[27]

Others, by contrast, believe students "should be learning more about world and American history, how the economy and business decisions affect social and political behavior, and media ethics and media law."[28] These scholars believe educators should

revolutionize curricular models that currently associate journalism as a mere craft.[29] Instead, a journalism curriculum "should promote teaching in the range of activities that mark the life of a working journalist."[30] Students in a journalism program of study should thus establish a concentration in an area outside of journalism so as to build their knowledge base in that discipline that will ultimately prepare them for a career as informed reporters and writers for that "beat." In a 2003 task force statement that suggested a way to improve journalism education, Lee Bollinger, president of Columbia University, argued for journalism education to be better integrated with the expertise of other academic disciplines.[31] By 2005, five nationally recognized journalism programs—Columbia University, Harvard University, Northwestern University, University of Southern California, and University of California-Berkeley—began to modify their existing curricula, "integrating their journalism programs more deeply with other disciplines" by "pairing journalists with scientists, historians, economists, and other scholars on their campuses."[32] More recently, regents at the University of Colorado decided to close the journalism school, and the dean offered a plan that "would require undergraduates pursuing a journalism degree to double major in journalism/mass communication and another subject of their choice."[33]

The ensuing subsections will highlight two highly regarded curricula as well as scholars' findings from studies conducted within each specific community.

One study in particular by Carolyn Lepre and Glen Bleske stands out in the literature because it explored preparation perception among *two* groups: magazine editors and educators. Specifically, they wanted to investigate "what qualities and mastered skill levels [were] magazine editors looking for in new hires, and [were] these qualities and

mastered skill levels in line with what magazine journalism educators believed graduates should possess?"[34]

The authors sent a survey to 263 magazine editors and 135 magazine educators; of those initially contacted, 79 editors and 60 educators responded.[35] In the results, the educators ranked writing, reporting, students' clips of their work, editing, and proofing as the top-five skills they believed students needed to know and/or be able to do.[36] Editors placed writing, interpersonal relations, proofing, editing, and reporting as the top-five skills they desire from students entering the profession.[37] Thus, as the authors acknowledged, "there is agreement that writing, reporting, [proofing,] and editing count."[38]

However, disagreements existed in the data too. For instance, editors "place[d] lower importance on almost all the characteristics" and skills they were asked to rank; instead, as the authors noted [from the open-ended questions], "editors overwhelmingly talked about enthusiasm and eagerness to learn as desirable qualities: two things not mentioned by any of the professors."[39] The authors surmised that educators who completed the survey in this study likely placed emphasis on clips because they "think that those experiences provide a good, well-rounded education and provide evidence of 'demonstrable skills' that the editors say they want."[40] Based on the finding that practitioners valued interpersonal skills, especially certain personality traits, the authors concluded that educators should try to incorporate or at least encourage this type of development in their classrooms.[41]

But that adds yet another element to an already crowded curriculum and further stresses the need to explore what currently constitutes adequate preparation for

undergraduate journalism students.

Educators

In his *New York Times* editorial, Michael Janeway said "the best journalism is timeless and involves skills in reporting, judgment, and critical thinking."[42] Ironically, though, in 1996, Betsy Medsger, former chair of the Department of Journalism at San Francisco State University, analyzed questionnaire responses from 375 educators for her pedagogical study and found that they placed less emphasis on news reporting and writing in order to broaden the appeal of their programs with coursework in advertising and public relations.[43] Ten years later, Chris Roush, assistant professor in the School of Journalism and Mass Communication at the University of North Carolina-Chapel Hill, advocated for more business education in journalism curricula.[44]

To summarize, at least in the past decade and a half, it appears that educators value myriad skills and broader conceptual knowledge in order to prepare entry-level journalists—that is, their students—for their careers, but they seem unsure of what may be most vital for the budding professional. Peg Finucane, assistant professor in the School of Communication at Hofstra University, said that she and her colleagues unanimously agreed that "good journalism—good writing and editing—is just as important as ever."[45]

> We teach the same reporting skills today that my professors taught me years ago: What is news? How do journalists find information, ask questions, talk to real people, or talk to newsmakers and their professional handlers? And we teach the same writing skills: how to organize a story; how to make a story both fair and accurate; how to interest an audience through active language, compelling narrative, and precise details; how to avoid libel or copyright issues. We discuss the same issues, practical and philosophical, including news judgment, history, ethics and the importance of communication for individuals, community and culture.[46]

The curricular challenge is to develop "newer," or contemporary, skills such as multi-platform storytelling but not at the expense of traditional skills.

Practitioners

Part of the reason for educators' uncertainty of what to emphasize in the classroom to their students may stem from broadcast and print practitioners' confusion.

> Many newspapers cannot define what they want our journalism graduates to know or do. Do they want writers? Interviewers? Storytellers? Multimedia producers? Chat room monitors? Community developers? Podcast recorders? The newspapers don't know, and neither do we.[47]

Studies from scholars in recent years demonstrate this point. In a study published in 2005, Camille Kraeplin and Carrie Anna Criado polled editors, and the results indicated the professionals desired broader knowledge bases in entry-level journalists.[48] For adequate preparation, the editors in their study emphasized: 1) writing/reporting skills; 2) news judgment; 3) Internet researching skills; 4) knowledge of media law and ethics; and 5) broad liberal arts background. A year later, scholar Edgar Huang and a group of graduate students conducted a survey of 151 editors and asked them what skills professionals need most for this industry.[49] The editors identified: 1) good writing; 2) multimedia production; 3) critical thinking; 4) new technology/computer skills; and 5) computer-assisted reporting.[50] Most recently, associate professor Shahira Fahmy compiled survey responses in 2008 from 245 online news professionals and found that the practitioners valued traditional journalism skills but also emphasized broader attributes.[51] In this study, the professionals stressed: 1) ability to learn; 2) research;

3) teamwork; 4) reporting; and 5) photography as vital skills and abilities necessary for preparation.[52] Table 1 portrays these studies' findings side-by-side in order to visually discern the variety of skills listed.

Reporting is the only skill common among the three.

Students

In his qualitative study, Shawn Neidobf conducted semistructured interviews with 16 students at three different universities who were about to complete their bachelor's degrees."[53] From their responses, he deduced that experience gained through internships at media firms and contribution to their respective college newspapers—and not necessarily skills developed in the classroom—led to increased preparation for entry into the field. These findings support the apprentice-oriented argument of the dilemma, which holds that knowledge comes mostly from working in the journalism field.

A more recent study by Lee Becker, Tudor Vlad, and Paris Desnoes found that "only six in 10 of journalism graduates said their college experience adequately prepared them for the real-world work experience."[54] The researchers' 2009 questionnaire generated 2,945 responses, in which respondents said they "lacked even the basic skills required by the market."[55] This suggests a discernible disconnect between the educators in academia and practitioners in industry.

In another study, Jennifer Adams, Brigitta Bruner, and Margaret Fitch-Hauser analyzed the results of a Web-based survey that asked 214 undergraduate print majors to rank the importance of specific skills pertinent to their entry-level jobs and to rank their personal preparation to utilize such skills.[56]

Table 1. Skills identified as imperative by journalism professionals in recent studies.

Practitioner Perceptions		
Kraeplin and Criado (2005)	Huang et al. (2006)	Fahmy (2008)
-national poll of editors -skills most needed:	-surveyed 151 editors -skills most needed:	-surveyed 245 journalists -skills most needed:
• writing/**reporting** skills • news judgment • Internet researching skills • knowledge of media law/ethics • broad liberal arts background	• good writing • multimedia production • critical thinking • new technology/ computer skills • computer-assisted **reporting**	• ability to learn • research skills • teamwork • **reporting** skills • photography skills

Interestingly, some of the same skills that students identified as unimportant also received the lowest averages for preparedness. On a five-point scale, where one meant unimportant and five indicated importance, the skills with the highest averages were: 1) written communication skills; 2) listening skills; 3) interviewing skills; 4) time-management skills; and 5) decision-making skills. Those with the lowest averages were: A) video production skills; B) photography skills; C) bilingual skills; and D) design/layout skills. These findings suggest that the print majors included in this study do not recognize the importance of multimedia skills.

Using a similar five-point scale, where one meant not prepared and five equated to very prepared, the skills with the highest averages were: 1) listening skills; 2) written communication skills; 3) oral communication skills; 4) time-management skills; and 5)

decision-making skills. Those with the lowest averages were the same as those with the lowest averages in terms of importance. Unfortunately, this study did not attempt to discover or posit why this result occurred. Why did students feel unprepared in these areas? How did they come to the conclusion that those skills were unimportant?

The authors did, however, issue a cautionary word of advice: "The respondents may want to increase their preparedness to practice the technology and Web-related skills."[57] While it would be unwise to underestimate the importance of technological prowess in a conversation about journalism student preparation, the practitioners included in the study of Huang et al. from 2006 and Kraeplin and Criado's study from 2005 valued stellar writing and reporting skills even more.

Thus, a considerable disconnect exists between and among these journalism students, educators, and practitioners about what constitutes adequate preparation for the profession.

Two Nationally Recognized Undergraduate Journalism Curricula

It is difficult to find a universal assessment rubric for undergraduate journalism programs.[58] Indeed, one may deem certain factors—perhaps student/faculty ratio, media facilities, scholarship availability, professional opportunities, graduation statistics—as more important or valuable than others.[59] Ranking such programs thus becomes even more subjective and inconsistent.[60] However, undergraduate journalism programs at the University of Missouri (Columbia) and Northwestern University (Evanston/Chicago) seem to emerge at or near the top in both casual academic conversations and formal attempts to rank existing curricula.[61] For that reason, it is worthwhile to summarize their curricular structures and highlight innovative aspects of their respective programs.

University of Missouri (Columbia)

In 1908, "Walter Williams started the world's first school of journalism" at the University of Missouri.[62] In 2008, the School had 1,956 undergraduate journalism students, and currently, it employs 21 professors, 42 associate professors, 21 assistant professors, and six adjunct instructors.[63]

Curriculum Structure

At Missouri, the Bachelor of Journalism degree requires 123 credit hours of coursework, and 80 of those hours must come from content outside of students' journalism curricula.[64] The School bifurcates the program of study into lower-level and upper-level coursework.[65] Over 80 percent of students' freshman and sophomore years is spent fulfilling curricular requirements outside of journalism coursework, including classes in English composition, college algebra, foreign language, biology/math/physical science, social/behavioral science, and humanistic studies.[66] This "assures that the student receives a solid foundation in the liberal arts and sciences"; moreover, it sustains the School's accredited status.[67]

However, students do complete four (and possibly five) journalism courses in their "lower-level" years. The School encourages but does not require them to take Career Explorations in Journalism, a "colloquium in which experts discuss their specialties and answer students' questions on the nature and current status of their disciplines."[68] They must take Principles of American Journalism, Cross-Cultural Journalism, News, and Fundamentals of Multimedia Journalism.[69]

As a part of their "upper-level" years, students must complete additional coursework outside of journalism, particularly in science, social science, and humanistic studies.[70]

Additionally, they take History of American Journalism and Communications Law.[71] Upon completion of 60 semester hours of study, students apply within the School to pursue a chosen emphasis area. The School currently offers six: Convergence Journalism, Magazine Journalism, Photojournalism, Print and Digital News, Radio-Television Journalism, and Strategic Communication.[72] The coursework mandated within each emphasis track comprises students' upper-level curriculum.

Innovative Aspects

The School indicates that each emphasis track is designed "with both required courses to ensure the student builds competency in the chosen area and elective courses to give the student choices."[73] Students choose certain concentrations within each track in order to focus their programs of study even further. This is unique because the School has developed a curriculum that emphasizes both versatility and specificity in journalistic skills and knowledge. Figure 1 shows the breakdown of the University of Missouri School of Journalism curriculum for undergraduate students.

For example, students who pick Convergence Journalism as their emphasis must take Convergence Reporting and Convergence Editing and Producing, and as their capstone course, they complete Reporting, Editing and Marketing of Converged Media.[74] These three courses comprise their emphasis requirements, and they are in addition to the aforementioned core courses. Then, students who choose to concentrate in Convergence Photojournalism, for instance, also take Basic Press Photography and Picture Editing as well as Electronic Photojournalism.[75] Beyond that, students select from suggested electives to complete their programs of study.

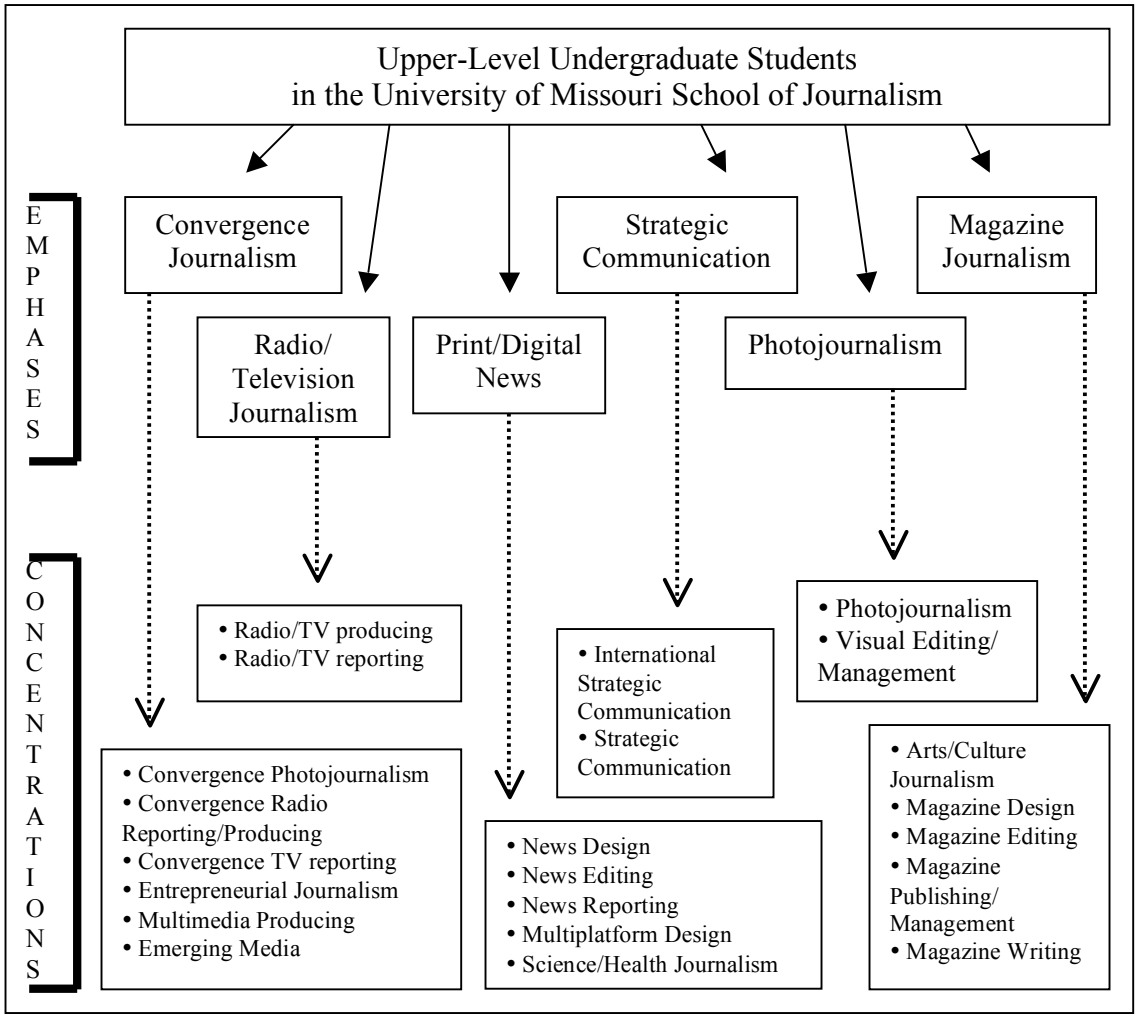

Figure 1. Curricular emphases and concentrations available to undergraduate journalism students at the University of Missouri.

The catalog of courses indicates another innovative aspect of the School's curriculum, as it lists numerous niche, business, and audience-centered courses available to students.[76] Most of these appear to be electives rather than required courses, but they nevertheless aid in the concentration of students' coursework. And emphasis on technology for news production is evident in the fact that students are required to purchase wireless laptop computers and iPod Touch devices.[77]

Finally, the School offers an elite group of students the opportunity "to spend a semester in the nation's capital working side-by-side with top professionals in the country."[78] Students selected to participate complete the two-part program: (1) the day-to-day job, which requires 30 hours a week, and (2) weekly seminars, where discussions occur "with legislative specialists, lobbyists and bureau chiefs."[79] Collectively, Missouri students "have written news and feature stories and speeches, produced on-camera reports, conducted investigative reports, shot photography and created ad campaigns for more than 100 companies."[80]

Northwestern University (Evanston/Chicago)

The Medill School of Journalism began in 1921 at Northwestern University.[81] It currently has 681 undergraduate students enrolled full-time, and it employs nine professors, 10 associate professors, 10 assistant professors, five senior lecturers, and 15 lecturers.[82]

Curriculum Structure

At Northwestern, one course equates to one unit. Undergraduate students must complete a minimum of 45 units in order to earn their bachelor of science degree in journalism, and two-thirds of those units must come from coursework outside of students' journalism curricula.[83] While students have some academic autonomy in the form of about 15 units of electives, the curriculum specifies certain disciplines from which the remainder of this outside coursework must originate: history, literature, math/science, political science, economics, religion/philosophy, art/art history, and social

science.[84] According to the Medill website, this is "to ensure [students] are broadly educated on a wide range of global and national issues."[85]

Students begin their journalism coursework in their freshman year, where they take reporting, writing, and multimedia storytelling courses.[86] They develop a particular emphasis to pursue in their sophomore year in preparation for their "Journalism Residency," an innovative concept discussed in more detail in the next subsection.[87] Overall, the curriculum contains several skill-intensive courses; by contrast, the School offers no journalism history course, and media law and ethics are combined. However, it does emphasize diversity, as evidenced by these courses: Enterprise Reporting in Diverse Communities, Journalism of Empathy, and a special-topics course offered periodically called Connecting with Immigrant and Multiethnic Communities.[88]

Innovative Aspects

According to the undergraduate catalog, "Medill's valuable 'learn-by-doing' philosophy extends beyond the traditional classroom to real-world training and immersion experiences."[89] Direct, practical experience, referred to as experiential learning in some academic circles, is not new or particularly innovative in journalism education.[90] However, the way in which the School implements it is unique.

For instance, the Medill curriculum has students immersed in their communities as early as their sophomore year via the Enterprise Reporting in Diverse Communities "course." In this setting, nicknamed "Chicago Storefronts" on the School's website, students enter "diverse neighborhoods to discover issues important to particular audiences and to produce relevant and engaging multimedia stories."[91] In a video about

Chicago Storefronts on the School's website, the narrator describes the process and benefit:

> Medill picks strategically placed offices across the Chicago-land area and rents them out for students to use when reporting local news. The best part is it allows students to get out of the newsrooms and into the real world where they can interact with viewers. In the process, they embrace their communities and write stories that would've gone untold in the past.[92]

From one student shown in the video: "I feel like I'm a lot more knowledgeable about the city now."

Moreover, rather than have students complete an internship as a capstone part of their program of study or merely as a steppingstone to another professional opportunity, the curriculum requires students to establish "journalism residency" within a media company in either their junior or senior year.[93] In a way, this residency appears similar to a standard internship; however, the placement process distinguishes it. Unlike a typical internship, where the student seeks the opportunity, selects the media firm, and satisfies the duties of the position, Medill's Journalism Residency Coordinator works individually with each student to maximize the experience.

After receiving a list of viable journalism residency sites, students research the potential firms and eventually file an application with the coordinator.[94] The application requires students to explain what they want to gain from their residency and rank their top-six firms, providing reasons why each is "particularly well-suited to them."[95] Each student meets with the coordinator to discuss their application, and the coordinator—not the student—issues a final placement based on several factors, including the student's "training, internships and campus journalism and communications-related experiences, interests, career goals, grades and insights from Medill faculty."[96] Thus, at Northwestern,

it is a scripted, collective effort among students, the coordinator, and the faculty that provides students with professional praxis.

Finally, another example that aligns with the School's "hands-on" philosophy is the Medill Innocence Project, which "engages undergraduate students at Northwestern University in investigating reporting of miscarriages of justice, with priority given to murder cases that resulted in sentences of death or life without parole."[97] The Project is tied to an investigative journalism course offered in the curriculum. From the related website: "The Project's staff screens and responds to requests for assistance from prisoners and their advocates. A private investigator…works with the instructor of the related investigative class and ensures students' safety while they are in the field."[98] Since 1999, the professor of this course and his journalism students "have uncovered evidence that freed 11 innocent men, five of them from death row."[99]

Research Questions

The following research questions should help generate some local insight into what constitutes adequate preparation:

> *Overarching research question for this dissertation study*: From the perspectives of practitioners in the field, educators, and students themselves, what constitutes adequate preparation for University of Utah undergraduate journalism students in order for them to competently enter the professional field upon graduation?
>
> *Subquestions (for students):*
>
> 1. What journalism skills/concepts do students think they need to know and/or be able to do upon graduation?
> 2. In what other areas/subjects outside of journalism do students believe they should (have) take(n) coursework in order to be prepared for their careers?
>
> *Subquestions (for educators):*
>
> 1. What journalism skills/concepts do educators think their students need to know and/or be able to do upon graduation?

2. In what other disciplines outside of journalism do educators think journalism students should (have) take(n) coursework or have knowledge?
3. What do educators think students can do to better prepare themselves for their careers?

Subquestions (for practitioners):

1. What journalism skills/concepts do current practitioners identify and value as most imperative for entry-level reporters?
2. In what other disciplines outside of journalism do practitioners think journalism students should (have) take(n) coursework or have knowledge?
3. What do practitioners think educators can do to better prepare undergraduate journalism students for their careers?
4. What do practitioners think students can do to better prepare themselves for their careers?

Chapter Outlines

Chapter 1 discussed the curricular challenge that current journalism educators face: Should journalism coursework focus on traditional, vocational skills such as reporting and writing or should it include a wider array of content? Recent scholarship revealed students', educators', and practitioners' perceptions of adequate preparation for the journalism profession. From the findings, it appears that a disconnect may exist among undergraduate students' beliefs about what they should and/or be able to do upon graduation, educators' notions about what they should teach their students, and practitioners' values of imperative skills and knowledge required to competently enter the field. Since the needs of media markets differ, this local case study offers an inductive, hierarchical typology of skills an entry-level journalist in the Salt Lake Valley should possess. This typology—along with innovative ideas from two highly regarded undergraduate journalism programs—will lead to curricular suggestions specifically tailored for the journalism program at the University of Utah.

In Chapter 2, I introduce historical precedent—the earliest attempts to incorporate journalism into an academic environment—in order to demonstrate that the traditional, more vocational skills valued today in journalism education were also deemed imperative in the first classroom settings. Thus, those skills have been and continue to be central to one's competency in this profession. This historical context commences with Robert E. Lee's journalism-scholarship arrangement in 1869 at Washington College (now Washington and Lee University) and concludes with an examination into the courses and texts that comprised the first formally recognized journalism curriculum in 1893 at the University of Pennsylvania.

Chapters 3 and 4 pertain to method. Specifically, in Chapter 3, I explain meta-qualitative research considerations such as the paradigmatic protocols that govern this type of study. As qualitative scholars Susan Morrow and Mary Lee Smith said, "Paradigms are the basic belief systems…that guide our inquiries both in scholarly research and everyday life."[100] I align this dissertation with the Interpretivist paradigm, as the axiology, or researcher values, of this paradigm allowed me to include my own perspective, and the epistemology, or generation of the meaning of preparation, came after I compiled the data from my research participants. Chapter 4 articulates particular methods used for data collection: focused interviews, descriptive surveys, and direct observations of recently graduated students now working for media outlets in the Salt Lake Valley. According to Robert Stake, a case-study researcher, this methodological triangulation augments this case study's credibility.[101] I also address rigor criteria such as construct validity, external validity, and reliability. Finally, I explain the selection procedures for my research participants. Coding and iterative-explanation building serve

as the data-analysis strategy, allowing me to inductively create the typology of skills and concepts imperative for students who desire to enter the journalism profession.

Chapters 5, 6, and 7 reveal the results of the students', educators', and practitioners' data, respectively. Each chapter provides data that answer the research questions articulated at the end of Chapter 1 for each population group. Student and educator findings in Chapters 5 and 6 stem from focused interview and descriptive surveys, while practitioner findings in Chapter 7 come from these methods but also direct observations of four former students who have successfully entered the field. This additional method goes beyond perceptions of skills and knowledge necessary in the industry and provides evidence of typical duties of working professionals.

Finally, Chapter 8 draws connections and contrasts among the students, educators, and practitioners included in this dissertation case study. Specifically, I compile data from all three population groups to (1) identify skills and knowledge undergraduate journalism students needs most, (2) list complementary coursework students should take beyond their journalism requirements, and (3) outline suggestions from practitioners to current students of what else aspiring professionals can do to better prepare themselves for their careers. The text then shifts and describes seven ideas for curricular modification for the existing journalism program at the University of Utah. These suggestions are grounded by historical precedent, current scholarship about journalism-student preparation, innovative practices in two highly ranked journalism curricula, and the aggregate data I collected and analyzed. I finish with my final thoughts about what a prepared journalism student must know and/or do to enter the profession as it exists today with competence.

Notes

[1] In an interview with me on March 17, 2011, a top-ranking broadcast journalism practitioner who currently works at an affiliate in Salt Lake City said: "I think there's a battle in all journalism schools from time to time over the notion of the soul of the program. Is it vocational? Is it about research and the big picture? Is it about preparing people for real work?"

[2] J. Dates, "Does Journalism Education Matter?" *Journalism Studies* 7, no. 1 (2006): 144-156. Dates is the Dean of the John H. Johnson School of Communications at Howard University (www.howard.edu/schoolcommunications/Dean/Biography.htm), where she has taught and/or developed the following courses: African American Issues in Mass Communication, Broadcast Management, Advertising and Sales, Communications Research, History of Broadcasting and Film, Cable Television, Marketing and Finance, and African Americans in Broadcasting.

[3] D. Claussen, "JMC Professors Can Seize the Moment, or at Least Not Embarrass Ourselves," *Journalism & Mass Communication Educator* 65, no. 2 (2010): 117. Claussen is a professor and director of Graduate Programs and Faculty Development in the School of Communication at Point Park University in Pittsburgh, Pennsylvania. He serves as the current editor of the peer-reviewed, international Journalism & Mass Communication Educator publication, and he sits on the Teaching Committee for the Association for Education in Journalism and Mass Communication. He noted: "Every conference of communication academics this summer (and, granted, for the last several years) has been abuzz with papers and panel discussion more or less asking the same questions explicitly: What is journalism now? What is mass communication now or does it even still exist? And what should journalism education consist of now" (p. 117).

[4] M. Bugeja and E. Abbott, "The Future of the Word 'Journalism,"' *Association for Education in Journalism and Mass Communication Hot Topics*, http://www.aejmc.com/topics/archives/1554#more-1554. See also Claussen, "Journalism Professors Can Seize the Moment," 119. He asked: "Do we or should we have such a low opinion of journalism and professional journalists that we essentially believe the only factor that ever separated a journalist from a non-journalist was the former were in front of a corporate-owned TV camera or worked in a building with a huge printing press, but now that 'everyone' has laptops, iPads, iPhones, Blackberrys, etc., they also are journalists because they own modern-day versions of TV broadcasting towers and offset lithographic presses" (p. 119)?

[5] I. Macdonald, "Teaching Journalists to Save the Profession: A Critical Assessment of Recent Debates on the Future of U.S. and Canadian Journalism Education," *Journalism Studies* 7, no. 5 (2006): 745-764.

[6] K. Mangan, "Stop the Presses! Revamped Journalism Courses Attract Hordes of Students," *The Chronicle of Higher Education*, http://chronicle.com/article/Stop-the-

Presses-Revamped/48497/. Mangan worked as a journalism reporter, writer, and editor from 1981-1988 before she joined *The Chronicle of Higher Education* as a higher-education correspondent.

[7] B. Cassidy, "Curriculum Fatigue," *Association for Education in Journalism and Mass Communication Hot Topics*, http://www.aejmc.com/topics/archives/922. He expressed his frustration with this curricular "tug-of-war": "I've read that journalism programs should make sure students learn statistics and survey methodology. We should work with computer science departments to develop cross-disciplinary courses, and make entrepreneurship a vital part of our programs. Furthermore, we should make blogging part of nearly every writing course, not to mention Twitter. This list goes on. While these are all excellent ideas, I wonder how do we incorporate them all into our courses and programs, especially when you throw in the fact that many students—at least at the three universities where I've taught—are lacking in some of the basic journalistic writing skills?"

[8] L. Becker, T. Vlad, and W. Kazragis, "Annual Survey of Journalism and Mass Communication Graduates," *AEJMC News* 45, no. 1 (2011): 6. Becker is a journalism professor in the Grady College at the University of Georgia and the director of the James M. Cox Jr. Center for International Mass Communication Training and Research. Vlad is a senior research scientist and the associate director of the Cox International Center at the University of Georgia. Kazragis is the graduate research assistant for the Cox International Center at the University of Georgia.

[9] Macdonald, "Teaching Journalists to Save the Profession," 747.

[10] Macdonald, "Teaching Journalists to Save the Profession," 759.

[11] J. Pauly, "A Beginner's Guide to Doing Qualitative Research in Mass Communication," *Journalism Monographs* 125 (1991): 1-30.

[12] The journalism curriculum is embedded within the Department of Communication at the University of Utah, and from 2007-2010, nine tenured/tenure-track faculty, 10 graduate students, and 19 adjunct instructors have taught courses. As of the 2010-2011 academic year, 1,017 undergraduate students declared mass communication as their major, and 200-300 of those pursued the journalism track sequence, according to records kept in the advising office. Lists maintained by the Utah Press Association and the Utah Broadcasters Association indicate that 57 media firms currently operate in the Salt Lake Valley.

[13] See the following: I. Peterson, "Journalism Education Less Focused on the News," *New York Times*, May 1996, http://www.nytimes.com; E. Huang et al., "Bridging Newsrooms and Classrooms: Preparing the Next Generation of Journalists for Converged Media," *Journalism and Communication Monographs* 8, no. 3 (2006): 221-262; C. Kraeplin and C. Criado, "Building a Case for Convergence Journalism Curriculum,"

Journalism & Mass Communication Educator 60, no. 1 (2005): 47-56; S. Fahmy, "How Online Journalists Rank Importance of News Skills," *Newspaper Research Journal* 29, no. 2 (2008): 23-39; and J. Adams, B. Brunner, and M. Fitch-Hauser, "A Major Decision: Students' Perceptions of Their Print Journalism Education and Career Preparation," *Simile* 8, no. 1 (2008): 1-11.

[14] Claussen, "JMC Professors Can Seize the Moment," 118. "Of 1,400 dailies, fewer than 100 are national or metro dailies; hundreds of small daily newspapers, and hundreds, if not thousands, of weekly newspapers survive in communities too small to support a TV station or other print media, and, often, even a radio station. Will a news Web site or blog or Facebook page replace most of them, let alone all of them? C'mon."

[15] T. Pierce and T. Miller, "Basic Journalism Skills Remain Important in Hiring," *Newspaper Research Journal* 28, no. 4 (2007): 59. They further explained that "general knowledge about journalism and other basic skills remain staples for all sizes of newspapers; however, computer reporting skills, online reporting skills, and online journalism interests rose on the rank of importance for larger newspapers."

[16] C. Marshall and G. Rossman, *Designing Qualitative Research* (Thousand Oaks, CA: Sage Publications, Inc., 2006).

[17] Pauly, "A Beginner's Guide to Doing Qualitative Research in Mass Communication," 7.

[18] Ibid., 7.

[19] R. Sutton and B. Staw, "What Theory Is Not," *Administrative Science Quarterly* 40 (1995): 382.

[20] P. Runkel and M. Runkel, *A Guide to Usage for Writers and Students in the Social Sciences* (Totoway, NJ: Rowman and Allanheld, 1984), 129-130.

[21] B. Haverkamp and R. Young, "Paradigms, Purpose, and the Role of the Literature: Formulating a Rationale for Qualitative Investigations," *The Counseling Psychologist* 35, no. 2 (2007): 274.

[22] G. McCracken, *The Long Interview* (Newbury Park, CA: Sage Publications, Inc., 1988), 21.

[23] Dates, "Does Journalism Education Matter?" 148; see also T. Goldstein, review of The Big Picture: Why Democracies Need Journalistic Excellence, by Jeffrey Scheuer, *Columbia Journalism Review* 46, no. 6 (2008): 61-62.

[24] D. Claussen, '"Focusing" on What Presidents and Provosts Think of JMC Education,"' *Journalism & Mass Communication Educator* 62, no. 1 (2007): 3-6. Claussen served as

an observer of this focus group session that included administrators from Ball State University, Morgan State University, Kent State University, University of Montana, Elon University, and Northwestern University. While he acknowledged their affinity for buildings and technology, Claussen also said that "the presidents and provosts still touched on some substance" (p. 3) in their session.

[25] E. King, "The Role of Journalism History, and the Academy, in the Development of Core Knowledge in Journalism Education," *Journalism & Mass Communication Educator* 63, no. 2 (2008): 168. King advocated for core journalism knowledge such as journalism history and literature to supplement existent curricula. See also T. Bajkiewicz, *Tracks, Silos, and Educators: Postsecondary Convergence Journalism Education in the United States*, ed. A. Grant and J. Wilkinson (New York: Oxford University Press, Inc., 2009), 282. In his book chapter, Bajkiewicz discussed this debate and noted that "skills make journalism happen, and they are the meat and potatoes of every journalism school."

[26] Macdonald, "Teaching Journalists to Save the Profession," 747.

[27] R. Brownstein, "Upside Down: Why Millenials Can't Start Their Careers and Baby Boomers Can't End Theirs," *National Journal Political Connections*, http://www.nationaljournal.com/columns/political-connections/our-upside-down-workforce-20110609. Brownstein, a two-time Pulitzer Prize finalist for his coverage of the 1996 and 2004 presidential campaigns, was once the National Affairs Columnist for the *Los Angeles Times* and a political analyst for CNN from 1998-2004. He advised colleges and universities to "see to it that more students don't just start their degrees but also complete them" and that institutions must ensure "graduates leave with skills employers need." See also M. Schudson and L. Downie, "University-Based Reporting Could Keep Journalism Alive," *The Chronicle of Higher Education*, http://chronicle.com/article/University-Based-Reporting/49113/. Schudson, a professor at Columbia University, wrote six books about various aspects of media, and his articles have appeared in the *Columbia Journalism Review* and in *Wilson Quarterly*. Downie was the executive editor at the *Washington Post* from 1991-2008 and currently teaches at Arizona State University in the Walter Cronkite School of Journalism and Mass Communication. The authors noted: "Journalism schools can see which way the wind is blowing, and it's a brisk wind coming in from Silicon Valley. It's clear that students who can report and write are better off if they are also comfortable with and imaginative about the ways of the Web." See also Mangan, "Stop the Presses!" *The Chronicle of Higher Education*. The author explained the financial benefit for technology-infused curricula: "Part of the draw for students still flocking to journalism schools is a new generation of courses retooled for new media."

[28] J. Folkerts, "Credibility Resides at the Core of Teaching Journalism," *Nieman Reports* 61, no. 3 (2007): 74. Folkerts is the Dean and an Alumni Distinguished Professor in the School of Journalism and Mass Communication at the University of North Carolina.

[29] B. Giles, "Plowing New Ground in Journalism Education," *Nieman Reports* 61, no. 3 (2007): 3. Giles is the curator, or manager, of the Nieman Foundation for Journalism (www.news.harvard.edu/gazette/2000/08.21/giles_nieman.html). See also C. Romano, "We Need 'Philosophy of Journalism,"' *The Chronicle of Higher Education*, http://chronicle.com/article/We-Need-Philosophy-of/49119/. Romano, an award-winning critic, worked at the *Washington Post* before he began his career at the University of Pennsylvania, teaching philosophy and media theory. He said, "We still need our colleges and universities to provide a more classical, full-bloodedly philosophical approach to journalism…Too many foundations and universities breathlessly fasten on the bells and whistles of new technology, as if tweets shall save us all."

[30] Dates, "Does Journalism Education Matter?" 154.

[31] L. Bollinger, "Statement on the Future of Journalism Education," *Columbia University*, http://www.columbia.edu/cu/president. In his statement, Bollinger explained "the educational goal ought to be to develop a base of knowledge across relevant fields that is crafted specifically for what leading journalists need to know: for example, a functional knowledge of statistics, the basic concepts of economics, and an appreciation for the importance of history and for the fundamental debates in modern political theory and philosophy. To address this assignment would require joint efforts of experts from around the university working closely with faculty in the journalism school."

[32] K. Seelye, "5 Leading Institutions Start Journalism Education Effort," *New York Times*, May 26, 2005, http://www.proquest.com. Seelye, a political reporter for the *New York Times*, previously wrote for the *Philadelphia Inquirer* and covered three presidential campaigns in 1992, 1996, and 2000.

[33] Huffpost College, "University of Colorado Regents Vote to Close Journalism School," *Huffington Post*, http://www.huffingtonpost.com/2011/04/15/cu-journalism-to-close_n_849716.html.

[34] C. Lepre and G. Bleske, "Little Common Ground for Magazine Editors and Professors Surveyed on Journalism Curriculum," *Journalism & Mass Communication Educator* 60, no. 1 (2005): 191. Lepre is an associate professor in communication and the honors program director at Marist College in New York. She has a magazine background with prior reporting and writing experiences at *Martha Stewart Living Magazine*, *Modern Bride*, and *Elle*. Blaske is a professor emeritus of journalism at California State University (Chico).

[35] Ibid., 194.

[36] Ibid., 195.

[37] Ibid., 195.

[38] Ibid., 199.

[39] Ibid., 198.

[40] Ibid., 199.

[41] Ibid. They said: "Educators need to look further into teaching or at least encouraging the more nebulous factors—such as enthusiasm, willingness to learn new things and take direction, passion for learning, creativity, confidence, self-motivation, and a solid work ethic" (p. 199).

[42] M. Janeway, "Rethinking the Lessons of Journalism School," *New York Times*, August 17, 2002, http://www.proquest.com. Janeway, a professor at Columbia University, previously served as Dean of the Medill School of Journalism at Northwestern University.

[43] I. Peterson, "Journalism Education Less Focused on the News," *New York Times*, May 1996, http://www.nytimes.com.

[44] C. Roush, "The Need for More Business Education in Mass Communication Schools," *Journalism & Mass Communication Educator* 61, no. 2 (2006): 195-204. He wrote: "Mass communication students sometimes decide on a major in journalism, public relations, or another field, they say, because it allows them to avoid taking quantitative classes in math, economics, and business beyond the minimum requirements. But when these students graduate from college and enter the working world, they'll likely be faced with writing stories, advertising copy, and press releases that deal with financial numbers or requires them to complete some mathematical equations. And their classes in a traditional mass communication school will probably have not prepared them for such tasks" (p. 196).

[45] P. Finucane, "Teaching Journalism for an Unknown Future," *Nieman Reports* 60 (2006): 60.

[46] Ibid., 60.

[47] Ibid.

[48] C. Kraeplin and C. Criado, "Building a Case for Convergence Journalism Curriculum," *Journalism & Mass Communication Educator* 60, no. 1 (2005): 47-56. Kraeplin is an associate professor in journalism at Southern Methodist University in Texas. Criado received her bachelor of arts in journalism from the University of Texas (Austin) and a doctor of jurisprudence from the University of Houston Law Center. She is a media scholar and attorney.

[49] E. Huang et al., "Bridging Newsrooms and Classrooms: Preparing the Next Generation of Journalists for Converged Media," *Journalism and Communication Monographs* 8, no. 3 (2006): 221-262. Huang is an associate professor in media arts and science in the School of Informatics at Indiana University – Purdue University Indianapolis (IUPUI).

[50] Ibid., 247.

[51] S. Fahmy, "How Online Journalists Rank Importance of News Skills," *Newspaper Research Journal* 29, no. 2 (2008): 23-39. Fahmy studies visual journalism and media coverage of conflicts in the School of Journalism at the University of Arizona.

[52] Ibid., 31.

[53] S. Neidobf, "Wanted: A First Job in Journalism: An Exploration of Factors That May Influence Initial Job-search Outcomes for News-editorial Students," *Journalism & Mass Communication Educator* 63, no. 1 (2008): 56-65.

[54] L. Becker, T. Vlad, and P. Desnoes, "Job Market Goes from Bad to Worse: Annual Survey of Journalism and Mass Communication Graduates," *AEJMC News* 44, no. 1 (2010): 8.

[55] Ibid., 8. The authors also mentioned that students noted gaps in what their programs of study offered and what the job market required of them.

[56] J. Adams, B. Brunner, and M. Fitch-Hauser, "A Major Decision: Students' Perceptions of Their Print Journalism Education and Career Preparation," *Simile* 8, no. 1 (2008): 1-11. Adams is an associate professor and the program director for journalism at Auburn University. She has journalism experiences as a former reporter, features editor, and page designer at various newspaper publications. Brunner is an associate professor and the public-relations program director at Auburn University whose research focuses on public relations and diversity. Fitch-Hauser is an associate professor in the Department of Communication and Journalism at Auburn University.

[57] Ibid., 11.

[58] The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) has nine standards that it uses to evaluate existent journalism programs: (1) mission, governance, and administration; (2) curriculum and instruction; (3) diversity and inclusiveness; (4) full-time and part-time faculty; (5) scholarship: research, creative and professional activity; (6) student services; (7) resources, facilities, and equipment; (8) professional and public service; and (9) assessment of learning outcomes. From its website: "ACEJMC accredits 111 programs in journalism and mass communications at colleges and universities in the United States, including one at a university outside the country. ACEJMC does not rate units or put them in any rank order. The listing of a unit as accredited indicates that the unit has been judged by ACEJMC to meet its standards."

[59] ACEJMC, *Frequently Asked Questions Concerning Accreditation*, http://www2.ku.edu/~acejmc/FAQS.shtml. Information at this site explains "the best school for you is the one that offers the most appropriate combination of curriculum, size, location, cost and other factors." Additionally, "accreditation is entirely voluntary, and many fine schools do not choose to seek it."

[60] Effort was made to locate any recent attempt to rank undergraduate journalism programs in spite of such subjectivity and inconsistency. I found two credible, albeit dated, reports that did not require a costly subscription in order to access them: the 1996 U.S. News & World Report and the 1998 Gourman Report of Undergraduate Programs.

[61] The 1996 U.S. News & World Report ranked the undergraduate journalism program at the University of Missouri (Columbia) at number one and the program at Northwestern University (Evanston/Chicago) at number three. The 1998 Gourman Report also had the program at Missouri at number one and that at Northwestern at number two.

[62] Missouri School of Journalism, *A Brief History of the Missouri School of Journalism*, http://journalism.missouri.edu/about/history.html.

[63] University of Missouri Office of the Registrar, *Undergraduate Enrollment by Academic Unit*, http://registrar.missouri.edu/statistics/index.php. The 2008 enrollment figures were the most recent statistics available. See also Missouri School of Journalism, *Journalism Faculty by Name*, http://journalism.missouri.edu/faculty.

[64] Missouri School of Journalism, *Requirements for the Bachelor of Journalism Degree*, http://journalism.missouri.edu/undergraduate/degree-requirements.html.

[65] Missouri School of Journalism, *Understanding the Undergraduate Curriculum*, http://journalism.missouri.edu/undergraduate/curriculum-2010.html. From the site: "Students must complete 60 hours of specified coursework…with a 3.0 [University of Missouri] GPA before entering an Interest Area and advancing to Upper-Division status."

[66] Ibid.

[67] Ibid.

[68] University of Missouri Office of the Registrar, *Undergraduate Catalog 2010-2012, Journalism Courses*, http://registrar.missouri.edu/degrees-catalogs/2010-2012a/index.php.

[69] Ibid. From the catalog: Principles of American Journalism "stresses the basic issues and problems facing journalists and the mass media." Cross-Cultural Journalism "provides journalistic tools for the coverage of diverse ethnic, gender, ability, and ideological groups inside and outside the United States." News "provides training under deadline pressure in writing basic news stories," and Fundamentals of Multimedia

Journalism "deals with the challenges faced by journalists and other communicators working with still photos, audio, video and print. Students learn the basics and ethics of cross-platform, multimedia storytelling."

[70] Missouri School of Journalism, *Understanding the Undergraduate Curriculum*, http://journalism.missouri.edu/undergraduate/curriculum-2010.html.

[71] Ibid.

[72] Missouri School of Journalism, *How to Apply for a Journalism Emphasis Area*, http://journalism.missouri.edu/undergraduate/apply-interest-area.html.

[73] Missouri School of Journalism, *Understanding the Undergraduate Curriculum*, http://journalism.missouri.edu/undergraduate/curriculum-2010.html.

[74] Missouri School of Journalism, *Convergence Journalism Degree and Emphasis Area Requirements*, http://journalism.missouri.edu/undergraduate/requirements-convergence.html.

[75] Ibid.

[76] University of Missouri Office of the Registrar, *Undergraduate Catalog 2010-2012, Journalism Courses*, http://registrar.missouri.edu/degrees-catalogs/2010-2012a/index.php. Some examples of niche journalism courses include Field Reporting on the Food System and Environment, Religion Reporting and Writing, and Health Reporting Skills. The catalog lists Media Sales and Business and Economics Reporting as possible business-related courses. In terms of audience-centered options, it has Participatory Journalism, which examines "how journalists can interact with communities," and Online Audience Development, which provides "experience in developing online audiences gained through hands-on work at an Internet site."

[77] Missouri School of Journalism, *Student Wireless Laptop Requirements Beginning Fall 2005*, http://www.journalism.missouri.edu/undergraduate/computer-requirements.html. See also Missouri School of Journalism, *Audio-Video Player with Web Browser Requirement*, http://journalism.missouri.edu/undergraduate/web-media-player.html. At this site, the School defends its preference for the iPod Touch: "There is no device on the market other than the iPod Touch (and the most expensive iPhone or iPad) that will provide students with access to all the features the School intends to implement."

[78] Missouri School of Journalism, *Washington Program*, http://journalism.missouri.edu/washington. From the site: "The Washington Program is for graduate students and top-flight undergraduate seniors. Generally about 20-25 students participate each year."

[79] Ibid.

[80] Ibid.

[81] Northwestern University, *Northwestern at a Glance—General Information*, http://www.northwestern.edu/about/northwestern-at-a-glance/general-information.html.

[82] Medill—Northwestern University, *Journalism Faculty*, http://www.medill.northwestern.edu/faculty/journalismfulltimedir.aspx.

[83] Medill—Northwestern University, *Student Life*, http://www.medill.northwestern.edu/students/page.aspx?id=113083. From the site pertaining to degree requirements: "A minimum of 45 units (courses) are required for the Bachelor of Science in Journalism degree. At least 31 must be from outside Medill and no more than 14 can be Medill courses. Students with more than 45 units may take additional journalism courses."

[84] Ibid.

[85] Medill—Northwestern University, *Undergraduate Journalism Curriculum*, http://www.medill.northwestern.edu/journalism/undergrad/page.aspx?id=62241.

[86] Northwestern University Office of the Registrar, *Undergraduate Catalog, 2010-11, Medill School of Journalism*, http://www.registrar.northwestern.edu/courses. A typical freshman student takes Jour 201-1: Reporting and Writing, which is an "introduction to the fundamentals of journalism necessary for any platform or storytelling format"; Jour 201-2: Multimedia Storytelling, which is an "introduction to multimedia skills and how to use them to create more effective web-based journalism"; and Jour 202: Introduction to 21st-Century Media, which "exposes students to the range of journalism genres and media in which they are practiced; how and why journalism practices and industries have evolved and continue to evolve in the digital age; how people access, use, and participate in news and information."

[87] Ibid. A typical sophomore student takes Jour 301: Enterprise Reporting in Diverse Communities, forcing students to get to know a "specific audience within a Chicago neighborhood and experimenting with a variety of storytelling techniques." The student also takes media presentation coursework related to their chosen area of emphasis: magazine, newspaper/online, or broadcast/videography.

[88] Ibid.

[89] Ibid.

[90] D. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1984).

[91] Northwestern University Office of the Registrar, *Undergraduate Catalog, 2010-11, Medill School of Journalism*, http://www.registrar.northwestern.edu/courses.

[92] Medill—Northwestern University, *Medill Chicago Storefronts*, http://www.medill.northwestern.edu/journalism/undergrad/page.aspx?id=59537.

[93] Medill—Northwestern University, *What Is Journalism Residency?*, http://www.medill.northwestern.edu/journalism/undergrad/jrresidency.aspx. From this site: "For 11 weeks – one full quarter – students work fulltime for, with and alongside veteran journalists in professional environments. The goal is for students to get the kinds of hands-on experience that help them develop new skills, test old skills, work under deadline pressure, hone their news judgment, sharpen fact-checking and research skills, explore new career paths and build confidence in their capabilities."

[94] Medill—Northwestern University, *The JR Placement Process*, http://www.medill.northwestern.edu/journalism/undergrad/pageresidency.aspx?id=175713.

[95] Ibid. Further instructions at this site encourage students to "consider their skill level and experience and the demands of the sites when making their selections."

[96] Ibid.

[97] Medill Innocence Project, *Mission Statement*, http://www.medillinnocenceproject.org/aboutus.

[98] Ibid.

[99] Medill—Northwestern University, *Medill Innocence Project*, http://medill.northwestern.edu/journalism/undergrad/page.aspx?id=59507.

[100] S. Morrow and M. Smith, "Qualitative Research for Counseling Psychology." In *Handbook of Counseling Psychology*, edited by S. Brown and R. Lent, 202. New York: J. Wiley.

[101] R. Stake, *Qualitative Case Studies*, ed. N. Denzin and T. Lincoln (Thousand Oaks: Sage Publications, Inc., 2005), 443-444.

CHAPTER II

PONDERING PEDAGOGICAL PASTIME:

A HISTORICAL OVERVIEW

As discussed in Chapter 1, current journalism educators struggle to balance traditional skills—reporting, writing, and news judgment—with more contemporary industry demands, such as using social media. Any curriculum change(s) can therefore be challenging, especially since altering one course can induce modification to others. A review of journalism education's past may illuminate how educators brought this discipline into the academy: Was it solely for vocational purposes? Or did past journalism educators emphasize a more holistic curriculum, inclusive of politics, economy, and/or business?

Entire journalism departments and schools eventually emerged as the 20th century progressed. However, in his 1935 journalism-education dissertation, De Forest O'Dell posited that initial pioneering efforts across the nation that offered journalism courses or related coursework in academic settings provided direction to other educators who desired to establish their own curriculum.[1] He also identified the original journalism program created at the University of Pennsylvania in 1893 as the first curriculum of its kind formally recognized and offered in the U.S.[2] Therefore, an examination into what was taught can help today's educators understand the initial values and curricular precedent of journalism education.

This chapter thus has a dual purpose. First, it details the earliest pedagogical attempts in order to provide historical context for what had already been achieved in journalism education in the academy prior to the curriculum established at the University of Pennsylvania. Second, it focuses on the five-course journalism curriculum in 1893 at the University of Pennsylvania, specifically the courses and texts that comprised it. The historical components of these early educational efforts often parallel what present scholars and educators value in modern journalism curricula.

Primary sources include an alumni reunion speech and materials archived at the University of Pennsylvania, including the course catalog and general-administration records. The course catalog provided titles and authors of required texts, and these texts—in their original editions—offered insight into the skills and values likely taught at that time to the students who read them. However, O'Dell's dissertation also has been examined as a primary source, as it occasionally provided citations to material that was missing from the University of Pennsylvania archives.

Paying Homage

The idea to assemble a class of printers in 1869 at Washington College, now known as Washington and Lee University in Lexington, Virginia, deserves attention as the first known attempt to incorporate journalism-related coursework into a university setting.[3] Robert E. Lee, who became president of the university after the Civil War, had arranged for about 25 students to receive scholarships that covered the expenses of tuition and fees.[4] In return, the recipients would work in a print shop under the tutelage of an instructor.[5] The students did not use any journalism textbook, primarily because none was available at the time.[6] Lee envisioned Reconstruction as the overarching goal behind this

program. He believed "the best way he could help students begin the job of rebuilding the South was to give them opportunities to develop specific skills."[7] However, Lee died in October 1870, and the quid pro quo journalism-skills course he pushed to create eventually expired after his death.[8]

Likewise, efforts languished to devise an entire curriculum before 1893 at several higher education institutions. Figure 2 includes a timeline that details the earliest attempts at journalism education before the curriculum established at the University of Pennsylvania.

Even though Yale established a "School of Journalism" in December 1871, it merely emphasized the importance of how to write in the context of other academic disciplines. An explanation of the "School" came from *The Courant*, Yale's student publication.[9] It read:

> So much has been said all over the country about the "New School of Journalism at Yale" that it seems time that some clear statement was made in regard to the course of study which has received this unfortunate name. The first idea which suggests itself on hearing of a school of journalism is that of a kind of "business college" to teach penny-a-liners how to write, and it can not [*sic*] but be considered inauspicious that a most dignified branch of study should be announced by that name. The school of political science and history, as we must call it, for want of a better name, will present to most students far more attractions than any other of the graduate courses of study recently established here.[10]

Therefore, coursework included political science and history but no classes specifically dedicated to journalism skills.

John A. Anderson, the president of Kansas State College, now known as Kansas State University in Manhattan, created a course in 1873 that taught the fundamentals of printing, which eventually led to a printing department, but the institution did not have a specific Industrial Journalism department until 1916[11]:

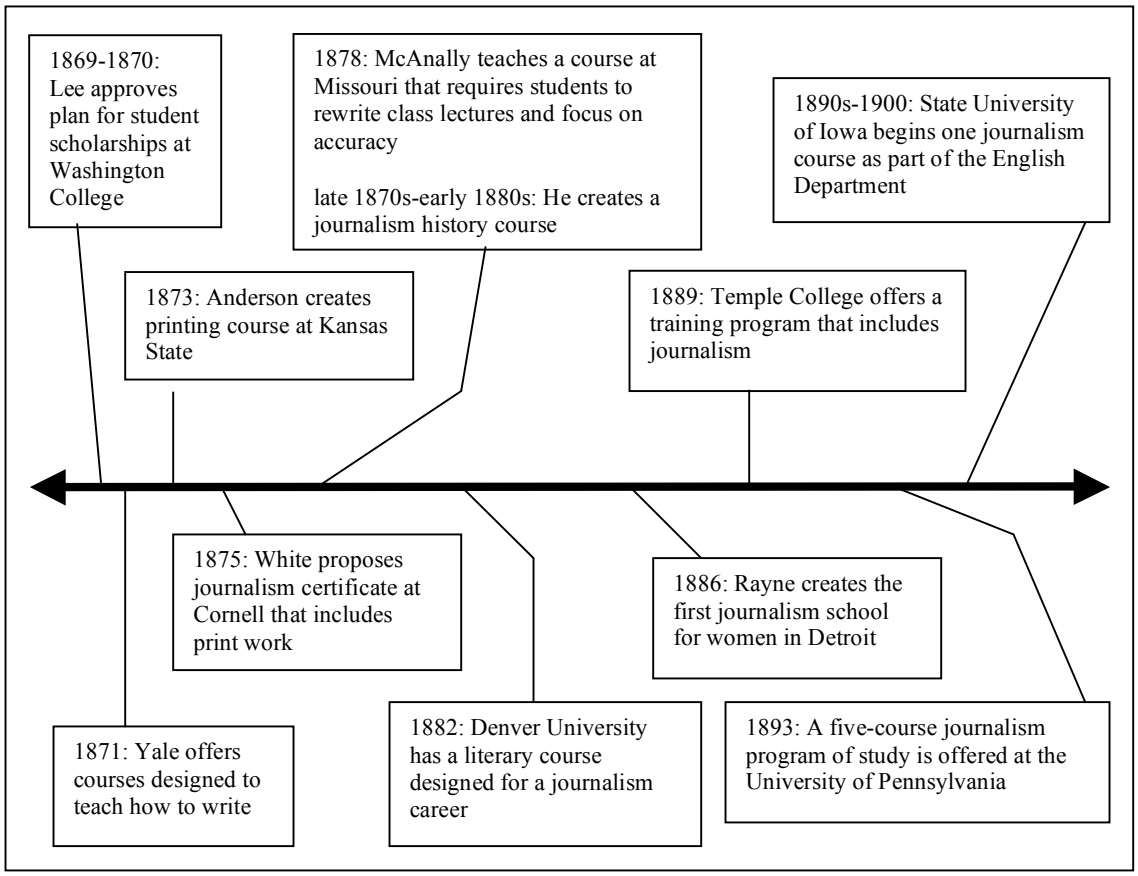

Figure 2. Chronological timeline of early attempts at journalism education in academia until 1893, when the University of Pennsylvania created a five-course curriculum.[12]

> The student is taught the boxes, indentation, capitalization, spacing, punctuation, etc. Several different drills are employed for the purpose of developing rapidity in composition; and the rules of book printing are enforced from the outset.[13]

Additionally, Cornell University offered a journalism certificate in 1875, and while the course catalog stipulated that "no special course [had] been arranged in journalism," students were required to read and correct proofs in the university printing office and take one course: "Instruction in journalism proper."[14] This course included lectures that explored the historical origins and developments of the press, and students learned how to collect and arrange news.[15] They also studied phonography, or a written system of phonetic shorthand.[16]

Three years later, David A. McAnally, head of the School of English at the University of Missouri, taught a political economy course, where "students [were] required to take copious notes, to be subsequently worked up into essays, theses, and similar compositions."[17] In other words, McAnally provided course content via lectures, the students took notes about the presented content, and they rewrote the lectures based on their notes. McAnally wrote in the course catalog that "the habit of reporting the lectures is found to be beneficial to the highest degree, since it contributes to accuracy in thought and statement."[18] About that time—1882—the notion of journalism education in a university setting spread into the Intermountain West, as the University of Denver developed a Literary Course "well adapted to meet the requirements of a journalistic, literary, or diplomatic career."[19]

In 1886, Martha L. Rayne established the first journalism program for women in Detroit.[20] As early as the 1860s, Rayne contributed to the journalism profession as a writer, reporter, and editor. In one of the few articles available about her, James Bradshaw noted some of Rayne's more notable literary endeavors: 1) she reported the wedding of former U.S. President Grant's son, Frederick; 2) she obtained an interview with Mary Todd Lincoln at Lincoln's mental institution in Illinois when male reporters were denied access; and 3) she published a book—*What Can A Woman Do; Or Her Position in the Business and Literary World*—in 1885 that ultimately sold 100,000 copies.[21] It was the latter accomplishment that ignited Rayne's determination to provide other women with practical journalism tutelage.[22] Bradshaw admitted that "details—even advertisements—of the proposed school are lacking" but referenced an excerpt from the Detroit *Tribune* that reported that the school had "just opened" in July 1886.[23] He also

included an undated announcement from a Rayne scrapbook that gives some insight into her program:[24]

> The School of Journalism—Established in Detroit in 1886, by Mrs. M.L. Rayne, of the Detroit *Free Press*, is now recognized as a much needed factor in the training of those who wish to become professional writers. Its aim is to cultivate a good literacy style, to develop originality and fluency of expression in descriptive and creative work. Its teachers are experienced writers, who will assist the pupils in making literature a profession…There are no set lessons, and the newspaper is the text book, but all the best styles of literature are studied and reviewed…Course of study: Preparation of manuscript. Words and how to use them. The art of saying things. Literary style. The art of taking pains. Reporting, essay writing, reviews, sketches, short stories, forms of poetry, novel-writing, etc.[25]

Bradshaw conceded that this program "was never, from its beginning in 1886 until its discontinuance around 1900, listed in the Detroit city directories or in rosters of Michigan educational institutions," and consequently, students in Rayne's program could not receive "formal academic credit of the kind then being offered…at Cornell University or Kansas State."[26] Thus, while Rayne's elaborate effort to introduce journalism pedagogy to women in an academic setting should certainly receive acknowledgment, the five sequential courses offered at the University of Pennsylvania in 1893 nevertheless represent the nation's first formally recognized curriculum.

But a few more collegiate achievements in journalism education occurred before that time and deserve attention. Temple College, now known as Temple University in Philadelphia, offered a training program in 1889 that provided students various academic branches to pursue.[27] A journalism "branch" existed for "news-writers, authors, reporters and correspondents" that consisted of coursework in grammar, composition, civil government, political economy, history, logic, German, and French.[28] Moreover, Professor Russell H. Conwell taught a Newswriting course, but the catalog did not explain what it entailed.[29]

The State University of Iowa, now known as the University of Iowa in Iowa City, may have begun its own journalism course as a part of the English department as early as 1892.[30] Similarly, a year later, Indiana University created a News Writing course in its English department.[31]

The descriptions of these early attempts at journalism education in the academy vividly demonstrate pedagogical achievements before the first formally recognized curriculum evolved at the University of Pennsylvania. But while single journalism courses appeared here and there around the country in various institutions and as a part of other departments, the University of Pennsylvania initially compiled five independent journalism courses in 1893 in response to Eugene Camp's proactive address five years earlier.[32]

Creating the Curriculum

On March 27, 1888, in the midst of the first alumni reunion of the University of Pennsylvania's Wharton School of Business at the Colonnade Hotel in Philadelphia, Camp read his speech—Journalists: Born or Made?[33] This speech came amid protests among industry professionals who argued that journalism skills were best learned in a newsroom and not in a classroom.[34] At that time, Camp was an editor for *The Philadelphia Times*, and his address represented a pointed call to action that revealed his stance about this issue. He spent several years in the newspaper business as both a reporter and editor, which led to his interest in the status of journalism education.[35]

He began his address with a challenge for a more organized education for aspiring journalists. He said, "Even as a trade, journalism has no recognized standard, no apprenticeship, no prescribed preparation. Those who follow it, got into it, they hardly

know how. They found their initiatory work accepted by editors, not because it was all that it should be, but because it was the best obtainable."[36] He acknowledged certain shortcomings in the field and offered a humorous albeit disdainful gaffe an acquaintance told him: "Not long since an editor of my acquaintance received a complaining letter from the mayor of a certain Pennsylvania city. Beneath the signature the man himself had spelled his official title 'mare.' The writer was a college graduate, not, I am glad to say, of the University of Pennsylvania."[37]

Camp recognized some of the earlier attempts to provide journalism instruction in a classroom and revealed the current sentiments of this then-unorthodox concept. In particular, in prior correspondence with practitioners, Camp asked, "Granting the ability and aptitude, can oral and written instruction accomplish as much for the future journalist, as for the future lawyer, doctor or divine?"[38] He included 12 replies in his address—some from prominent names typically found in most contemporaneous journalism history textbooks. For example, his address contains a direct quote from Joseph Pulitzer of the New York *World*: "I see no reason why a chair of journalism, filled by a man of real talent and character, could not be made beneficial. I have thought seriously upon this subject, and think well of the idea, though I know it is the habit of newspaper men to ridicule it. The value of the idea would depend upon its execution."[39]

Some of Pulitzer's peers did not like the idea of journalism education in a university environment, as Camp explained in his address. For instance, Colonel Charles H. Taylor of the Boston *Globe* replied, "I do not believe that practical journalism can be taught to-day in our colleges to any advantage."[40] Still, most answered affirmatively, as Camp noted. From there, he proposed a course of lectures, in which the professor taught three

subjects: what news is, the value of news, and the gathering and reporting of news.[41] He closed his address with a suggestion as to where such instruction should exist. "And last, but not least," he concluded, "I would like to see the honor of having been the first institution in the world to lend its scholastic advantages to journalism, belong to the Wharton School of the University of Pennsylvania."[42]

Camp's address and journalism-education proposal aligns with current educators' challenge to retain traditional journalism skills such as news reporting and critical thinking. Back then, Camp wanted to see these skills taught in a classroom, and today, many educators want to keep them there.

His address may have indeed inspired the resultant curriculum five years later, but according to University of Pennsylvania administration records, certain personnel had already begun to discuss the possibility of a journalism chair the year before. On January 22, 1887, Dr. William Pepper, the University of Pennsylvania Provost, received a typewritten "memorial" from Edmund J. James, director of the University of Pennsylvania Wharton School of Business, that explained the status of the search for a professor to teach the curriculum:[43]

> I have been making some inquiries and have got track of two or three men. I have struck one very good candidate who will do honor to the institution in general and make [the curriculum] a success. He can be got for $2,000, if we can hold out to him the hope of further advance if [the curriculum] proves a success….If some action could be taken soon so that all the arrangements could be made to open [the curriculum] next fall it would be a very great advantage. If we do not do it soon some other institution will get ahead of us.[44]

In the letter, James did not clearly indicate the names of the "good candidate" or the "two or three men" identified as prospective educators.

Identifying the Courses

In his 1935 dissertation, De Forest O'Dell explained that University of Pennsylvania administrators "had very little in the form of concrete curricula in journalism" to use as a template to develop their own, although the attempts at "Washington and Lee, Cornell, and Missouri no doubt provided some assistance."[45]

The subsequent examination of courses at the University of Pennsylvania and available texts reveals what students may have learned from this curriculum.[46] The course descriptions come from the 1899-1900 University of Pennsylvania Course Catalog.[47]

> 1. Art and History of Newspaper Making: A study of the growth of the newspaper, especially during the last fifty years. Discussion and criticism of the aims and methods of modern journalism, and a comparison of American with foreign newspapers. Problems of business management, such as circulation, advertising, wages, trades unions, etc. Collateral reading: Hudson's *History of Journalism*, Milton's *Areopagitica*, Dana's *Art of Newspaper Making*, lives of Bennett, Greeley, Raymond and Bowles. (Alternates with Journalism 2.) Juniors and Seniors in Journalism. One hour.[48]
>
> 2. Newspaper Law: A study of the law of newspaper libel, both common and statutory. Students must obtain copies of Hatch's *Statutes and Constitutional Provisions on Libel and Slander*. Discussion of the laws of copyright, and of the postal regulations affecting the rights of publishers. (Alternates with Journalism 1. Omitted in 1899-1900). Juniors and Seniors in Journalism. One hour.[49]
>
> 3. Newspaper Practice: Exercises in reporting, in condensation, in the editing of copy, in proofreading. The aim is to develop in the student an idea of news, and to train him in the use of clear and forceful English. Use is made of the daily newspapers. Collateral reading: Shuman's *Steps into Journalism* and Luce's *Writing for the Press*. Freshman and Sophomores in Journalism. One hour.[50]
>
> 3a. Newspaper Practice: A continuation of Journalism 3. Students are required to write articles on topics of current interest for newspapers or magazines. Students who fail to find a market for any of their writings in Junior year will not be allowed to continue the course during Senior year. Juniors and Seniors in Journalism. One hour.[51]
>
> 4. Current Topics: A study of live issues in the United States and England. Each student is required to investigate special topics, and to prepare reports on the same for class-room discussion. Sophomores in Journalism. One hour.[52]

> 4a. Current Topics: Lectures on live issues in the United States and foreign countries. The professor is assisted in this course by other instructors. Juniors and Senior in Journalism. One hour.[53]

The University of Pennsylvania archives had no additional information (e.g., how many students enrolled in these courses and where they went upon graduation) outside of the detailed course descriptions provided by the course catalog. These courses stress skills in writing (see course 3a), reporting (3 and 4), law and critical thinking (1 and 2), history (1), and current events (4 and 4a). These are the same skills and concepts that current journalism practitioners value in entry-level journalists, as described in more detail in Chapter 7.

Learning within the Curriculum

The University had its curriculum, an established set of courses, and somebody to teach them, but what might the students have learned? Textbooks listed in the aforementioned course descriptions can attempt to answer this inquiry.[54] Specifically, an examination into Shuman's (1894) *Steps into Journalism*, Luce's (1903) *Writing for the Press*, and Milton's (1898) *Areopagitica* may offer some insight into what students were exposed to in these courses.[55]

Edwin L. Shuman created a forthright, almost flippant, guide to the newspaper industry. An example of his tough-love tenor is when he describes the reporter, or

> the beginner, the bright young man who offers his services to the city editor in the firm belief that he knows it all, and who learns the first day that the things he doesn't know would fill a Sunday newspaper. He is the individual who actually does the hardest hustling for the least pay, and whose tenure of office is so precarious that he is supposed never to pass the waste-basket without looking in to see if his head is there.[56]

Sarcastic quips like this pepper his 12-chapter, 229-page book. In spite of the tone, though, it reads almost like a contemporary textbook that includes familiar information on how to conduct an interview, create a lead, and write an article.[57] The chapters average 19 pages each, but the book itself, unlike today's textbooks, is about the size of an adult's hand.

In some cases, his instructions are surprisingly similar to what journalism students today are taught. Shuman's tips for newsgathering provide an example of this. He recommends that the reporter closely watch the content in the latest issues of rival papers, keep an "assignment book" with current and potential stories to investigate, and keep in touch with friends/people who want a certain event reported.[58] Lead writing serves as another example. Shuman instructs the writer to "put the most important and startling point first. Not only this, but the marrow of the whole story, whether the latter be two inches or two columns in length, should be told in the first paragraph, and the briefer the paragraph the better."[59] He also stresses the need for indentation of each new paragraph. He writes, "Nothing will more quickly give a slovenly look to a manuscript than ending a sentence about the middle of the page and then starting the next out flush with the left-hand edge, as if you had not started to make a paragraph at all."[60]

There are notable differences, though, in the text; one, in consideration of the era, is that "copy written in pencil is perfectly acceptable."[61] It is interesting that Shuman speaks favorably about the typewriter, citing legibility and time as its chief advantages.[62] In fact, he is also prophetic when he writes, "The reporter or editor of the future will undoubtedly have to be a typewritist if he wants to keep up with the profession."[63] This holds true

today, as practicing journalists must stay aware of and ideally become familiar with emerging technology.

But even more compelling is how one conducted interviews in the late 19th century. At the start of the chapter titled "Interviews and News," Shuman begins with instruction similar to what educators teach aspiring journalism students today.[64] He explains that the reporter meets the interviewee, talks with him/her, and notes not only words spoken but also the manner in which they are said:

> You must not only pay the closest attention to what he is saying, grasp the points that he makes, take notes on the figures or statistics that he may quote, jot down verbatim some of his striking sentences, and keep up your end of the conversation, but you must also bear in mind all the points on which your article is to touch and be thinking of the next question that you want to ask.[65]

After that, though, interviewing technique differs from what is taught today.

First, Shuman instructs the beginning reporter to ask the most pointed questions *first* so as to focus the interviewee's thoughts.[66] Second, Shuman seems to have substantial faith in the reporter's memory. He actually shuns the use of a notebook and pencil in his text and advises reporters to keep their notebook and pencil in their pocket "just as long as possible. The sight of these dread paraphernalia almost always tends to silence the man or woman who is talking."[67] Shuman calls a good memory a prerequisite for success in the newspaper industry, and he seems convinced that a true reporter should possess (or quickly develop) perfect recall. He explains, "Afterward, when you get to your desk, whether you took any pencil notes or not, you will find that you can reproduce the conversation almost word for word from memory."[68]

Perhaps a lack of technological tools necessitated such behavior, but reliance on memory to completely recall intricate visual and oral details may provide a reason for the

inaccuracy that plagued journalism at that time, the undesirable characteristic that Eugene Camp condemned in his address in 1888 to the University of Pennsylvania Wharton School of Business alumni. But perhaps accuracy was not valued then as much as it is now?[69] Shuman writes:

> If you have a simple, sensible, breezy style with a sparkle in it, the newspaper reader will forgive a good deal of inaccuracy in your matter; and if you are invariably reliable in your statements the public will forgive a moderate degree of dullness in your style. But the writer who can combine both reliability and sparkle is the one who will reach the top of the profession. On the other hand, the unpardonable sin in journalism is to be both stupid and inaccurate.[70]

In other words, Shuman appears certain that the average reader will condone inaccurate information in exchange for well-written prose.

Outside of technical skills, one chapter in particular stood out as unique: "A Day with a Reporter." Shuman's background as a reporter and editor "in certain Chicago papers" allows him to walk the student through a typical day in the life of the male newspaper reporter of the 1890s.[71] He presents this chapter almost like a glorified letter to the aspiring reporter. He paints a vivid picture right away when he writes, "Young man, before you realize that fond dream of yours and become a reporter—before you go to work amid the blinding rush and smoke of a great city and the smudge begins to soil your shirt front and your soul, let me preach you a little sermon."[72] Since he worked for a morning paper, he offers his hypothetical "day" through the lens of a reporter who begins at 1:00 p.m.:[73]

> You have just finished your breakfast and reported for duty. The editor sits within his cage making the afternoon assignments. He calls your name, and you are at his side in a moment.
>
> "I have a telephone message saying that a big steamer has crashed into the Halsted street bridge, cut it clean in two, and probably killed several men. Now fly. Telephone me the minute you have the main facts."

> Away you go. At the first corner you jump into a cab, for expense is not counted by a live newspaper when it is after important news. A crowd surrounds the place when you get there; you have no time for ceremony, so you push your way through.[74]

This scenario—besides the existence of a steamer—remains very true today. Direct observations shared in Chapter 7 reveal that recently graduated journalism students who now work for media outlets in the Salt Lake Valley experience similar circumstances. They check-in with their supervisors, who give them stories to cover. They then collect information, visual images, and/or sound bytes to tell their stories.

If Shuman's text served a similar purpose as that of a modern textbook, then Robert Luce's *Writing for the Press* can be likened to the current *Associated Press* (AP) *Stylebook*.[75] By size, this 95-page book is similar to Shuman's, but instead of chapters, Luce organizes the content into 20 sections.[76] He begins with some formatting suggestions, and Figure 3 illustrates the format parameters of an article in the late-19th century (with handwritten text, of course, rather than typed). He then provides some grammatical instruction related to rules associated with adverb placement, shall vs. will, transitive verbs (e.g., lie/lay), and pronoun and superlative usage.[77] This leads into a 25-page, AP-Style-like alphabetical list of words that deserve attention.[78]

Luce also includes a section—similar to the present *AP Stylebook*—devoted to titles, libel law, and another to punctuation.[79] While the comma arguably causes today's writer the biggest headache, about a century ago, "quotation marks cause[d] more serious errors in the daily newspaper than any other of the marks of punctuation. It is a common thing to see a quotation begun and never ended."[80] Quotation marks also caused much concern because they were sometimes mistaken as apostrophes.[81] Additionally, Luce offered examples of language gaffes extracted from contemporary newspapers, including, "He

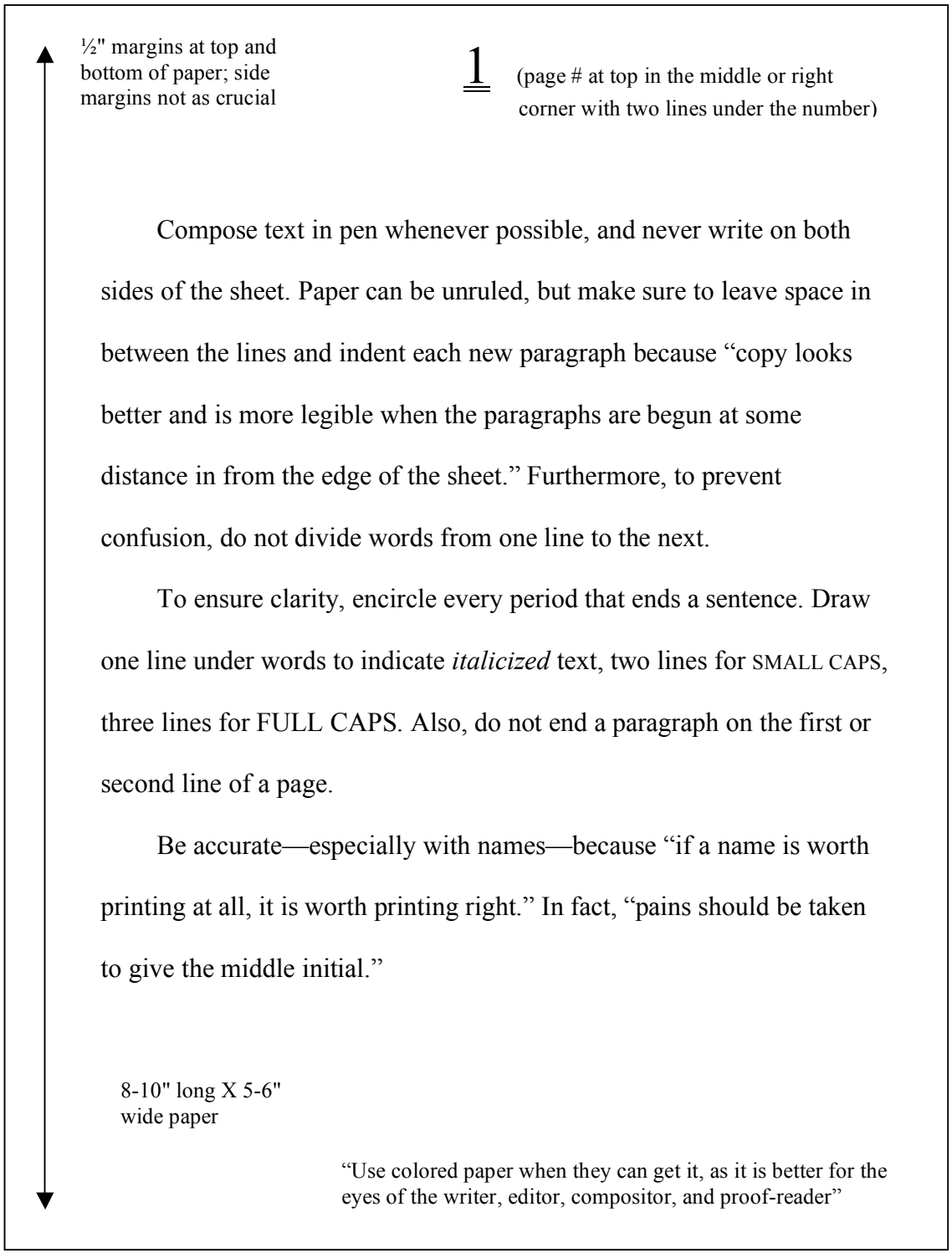

Figure 3. A reproduction of the format parameters for an article, according to Luce (1903).[82]

blew out his brains after bidding his wife good-by with a gun" and "I saw a man talking to the Rev. Mr. Blank, who was so drunk he could hardly stand."[83]

This text concentrated more on the technical idiosyncrasies of news writing. Luce offered numerous examples to try to alert the budding journalist to some universal standards of style that existed at that time: from the proper format of the story to its construction and content. University of Pennsylvania administrators most likely wanted students to learn and possess the technical skills required for success in consideration of the potentially arduous challenge to enter the field as a recent graduate of an academic curriculum. They must have valued and stressed the importance of being able to write in a credible way that would require fewer revisions from the editors.

Milton's *Areopagitica*, by contrast, concentrated on issues related to censorship.[84] In 1644, in the midst of the English Civil War, John Milton disseminated this pamphlet to spite the publication censorship in place at the time. He addressed his complaint, written as a speech, to Parliament and insisted it reconsider its decision to censor because, among other reasons, he argued that it simply did not work. He wrote:

> It cannot be deny'd but that he who is made judge to sit upon the birth or death of books, whether they may be wafted into this world or not, had need to be a man above the common measure both studious, learned, and judicious; there may be else no mean mistakes in the censure of what is passable or not; which is also no mean injury. If he be of such worth as behoovs him, there cannot be a more tedious and unpleasing journey-work, a greater losse of time levied upon his head, then to be made the perpetuall reader of unchosen books and pamphlets, oftimes huge volumes.[85]

In other words, Milton contended that the censors had to be educated and informed to comprehend the texts they considered for publication, and in his opinion, they could put their knowledge and insight to better use.

Milton believed that the truth would prevail, even in the absence of censorship.[86] In fact, he posited that society suffered without dissenting opinions when he said, "I cannot praise a fugitive and cloister'd vertue, unexercis'd and unbreath'd, that never sallies out and sees her adversary."[87] Thus, the crux of his pamphlet was to defend free speech in publication at a time when his native country had forsaken it. University of Pennsylvania administrators may have chosen this text for students in order to place censorship in a context that vividly demonstrated the printers' historical frustration and struggle for the opportunity to create and distribute information. In doing so, students may have gained a newfound appreciation for similar rights guaranteed to them via the U.S. Constitution.

Making Connections Between Then and Now

A majority of content in the University of Pennsylvania curriculum dealt with skills, i.e., the technical, industry mechanics necessary for competent graduates. However, the curriculum offered more than just vocational procedures. A discernible effort was made to fully inform students about the lifestyle of this profession, and that makes it unique to those earlier journalism education attempts at other institutions. Indeed, the texts provided intricate details of a journalist's typical day in the field. The University of Pennsylvania course-catalog archives also confirmed that students enrolled in the five-course curriculum discussed and criticized business management issues related to journalism practice such as circulation, advertising, and wages. Moreover, the administrators incorporated historical and legal material into the curriculum, as evidenced by an entire course to newspaper law.

Therefore, curricular revisions to current programs need not be revolutionary or earth-shattering. The skills and concepts emphasized decades ago still have a place in

modern education. The basics then are still the basics now. In fact, some of the skills and concepts emphasized in the earliest pedagogical attempts to merge journalism with academia reappeared in current students', educators', and practitioners' perceptions of adequate preparation for a career in this discipline. Chapters 3 and 4 explain the methodological process to collect and analyze these perceptions, and Chapters 5, 6, and 7 showcase the results in greater detail.

Notes

[1] De Forest O'Dell, *The History of Journalism Education in the United States* (New York Teachers College, Columbia University, 1935), 46.

[2] Ibid. He wrote, "The course of study provided at the University of Pennsylvania constituted the first comprehensive journalism curriculum offered in the United States." See also Frank Luther Mott, *American Journalism: A History: 1690-1960* (New York: The Macmillan Company, 1962), 604. He noted, "The first curriculum in journalism was in the Wharton School of Business of the University of Pennsylvania." See also Albert Alton Sutton, *Education for Journalism in the United States from its Beginning to 1940* (Evanston: Northwestern University, 1945), 11. He wrote, "The distinction of providing the first comprehensive curriculum in journalism is held by the Wharton School of Business at the University of Pennsylvania."

[3] Joe Mirando, "The First College Journalism Students: Answering Robert E. Lee's Offer of a Higher Education" (paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, 1995), 1. Also see Ollinger Crenshaw, *General Lee's College: The Rise and Growth of Washington and Lee University* (New York: Random House, 1969), 163-165. Also see C. Tom Garten, *The Lee Memorial Journalism Foundation: A History* (Lexington: Washington and Lee University Journalism Laboratory Press, 1942), 15. He wrote, "And so the first collegiate instruction in journalism was offered to the world at Washington College, later to be known as Washington and Lee University."

[4] Crenshaw, *General Lee's College*, 164. Also see Mirando, "The First College Journalism Students," 13. Interestingly, although arrangements had been made for 25 students, Mirando wrote that, in fact, "five students were [ultimately] confirmed by faculty to receive scholarships" (p. 14) before the program began, whereas Mott reported that "six such scholars were admitted" (p. 406).

[5] Mirando, "The First College Journalism Students," 11. See also Garten, *The Lee Memorial Journalism Foundation*, 13. Mirando indicated that the recipients worked at the *Virginia Gazette*, whereas Garten wrote that college officials "selected the office of the *Lexington Gazette* as a laboratory." These papers are not the same; rather, they published independently of each other within the state of Virginia. The *Lexington Gazette* served the city of Lexington; the *Virginia Gazette* operated in Williamsburg. Given that Washington and Lee University exists in Lexington, it stands to reason that students likely worked at the *Lexington Gazette*.

[6] Joe Mirando, "Journalism's First Textbook: Creating a News Reporting Body of Knowledge" (paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, 1993), 20. *Haney's Guide to Authorship* had just been published in 1867, but it offered more information about "business practices and market thinking" rather than journalism pedagogy. See also Garten, *The Lee Memorial*

Journalism Foundation, 12-13. He noted that instead of textbooks, the men were required to "work one hour per day under an instructor in the line of their profession." Major J. Lafferty, "a former officer of the Confederate Army and editor of the *Gazette*," became the instructor and taught typography.

[7] Mirando, "The First College Journalism Students," 8.

[8] Crenshaw, *General Lee's College*, 165. He wrote, "General Lee's death dealt a severe blow to the journalism program before it had hardly gone beyond the blueprint stage." Also see Garten, *The Lee Memorial Journalism Foundation*, 13. Interestingly, Garten noted that, in fact, Lee's program continued until 1878, and he attributed its demise to both Lee's death and poverty that constricted the institution.

[9] Frederic Hudson, *Journalism in the United States from 1690 to 1872* (New York: Harper & Brothers Publishers, 1873), 712-713.

[10] Ibid. The excerpt continued with a proposal for a course to consist of a critical study of the greatest English authors. "The fact that several 'journalists' who recently graduated at Yale are in attendance, is what gave to it its narrow and unmeaning title, 'The School of Journalism.'"

[11] Kansas State University Printing Department records, University Archives and Manuscripts (Hale Library). Also see Sutton, *Education for Journalism in the United States from Its Beginning to 1940*, 10. Also see O'Dell, *The History of Journalism Education in the United States*, 21-22.

[12] The researcher would like to acknowledge the following archivists for their assistance in locating and providing primary source information: Kansas State University (Karen Ingram); University of Missouri (Gary Cox); University of Denver (Dehab Craft); Temple University (Carol Ann Harris); University of Iowa (David McCartney); Indiana University (Philip Bantin); and University of Pennsylvania (Nancy Miller).

[13] *Kansas State University Course Catalog, 1873-74*, University Archives and Manuscripts (Hale Library), 101.

[14] *The Cornell University Register and Catalogue, 1875-76* (Ithaca: University Press, 1875-1876), 86, http://www.books.google.com. Also see Mott, *American Journalism: A History: 1690-1960*, 489.

[15] *The Cornell University Register and Catalogue, 1875-76*, 86. Also see O'Dell, *The History of Journalism Education in the United States*, 25-26.

[16] *The Cornell University Register and Catalogue, 1875-76*, 86. The catalog also mentioned that through the "Instruction in journalism proper" course, students acquired some knowledge of telegraphy, or how to construct telegraphs.

[17] *University of Missouri Catalogue, 1878-1879*, University Archives (Lewis Hall), 46. See also O'Dell, *The History of Journalism Education in the United States*, 36.

[18] *University of Missouri Catalogue, 1878-1879*, 46. The catalog from 1883-1884 listed a "History of Journalism" course taught by McAnally: "Lectures with practical explanations of daily newspaper life. The *Spectator*, the London *Times*, the New York *Herald*" (p. 56). O'Dell, however, cited this course—with a verbatim description—as being available to students as early as 1878 (p. 36). Similarly, Sutton and Mott also referenced this course as first offered in 1878. Also see, however, Sara Lockwood Williams, *Twenty Years of Education for Journalism: A History of the School of Journalism of the University of Missouri* (Columbia: E.W. Stephens Publishing Company, 1929), 13. She wrote "in the school year of 1879-80, Professor McAnally offered for the first time a course in History of Journalism…The catalog described it: 'History of Journalism—Lectures with practical explanations of daily newspaper life. The *Spectator*, the London *Times*, the New York *Herald*.'"

[19] *The Catalogue of University of Denver, 1882-83*, Department of Special Collections and Archives (Penrose Library), 6. For a complete definition of the Intermountain West, see The U.S. Geological Survey, *Intermountain West Region*, http://earthquake.usgs.gov/regional/imw. The U.S. Geological Survey describes it "as that portion of the Western U.S. extending from roughly the eastern side of the Sierra Nevada Range and Mojave Desert in eastern California, and the eastern side of the Cascade Range in Oregon and Washington, to the eastern margin of the Rocky Mountains in central Montana, Wyoming, Colorado, and southward through New Mexico and west Texas."

[20] James Stanford Bradshaw, "Mrs. Rayne's School of Journalism," *Journalism Quarterly* 60, no. 3 (1983): 513. See also The Michigan Women's Historical Center & Hall of Fame, *Martha Louise Rayne*, http://hall.michiganwomenshalloffame.org. Interestingly, in their chronology of journalism education, no scholars—not O'Dell, Sutton, or Mott—mentioned Rayne at all.

[21] Bradshaw, "Mrs. Rayne's School of Journalism," 514-515. Also see Martha Louise Rayne, *What Can A Woman Do; Or Her Position in the Business and Literary World* (Petersburgh: Eagle Publishing Co., 1893), 40. In this reprinted edition, Rayne offered some journalistic "tips" for those who want to pursue a career in the profession: "A brief and well written communication on some topic of interest—not yourself or your family affairs—but a bright, attractive half-column sketch, written in a bold, free hand, on one side of clean, unwrinkled paper—something that will strike the eye and the understanding at the same time, and demand attention—this is what a newspaper wants. Use concise terms; have a choice of words; be anything but commonplace. If you attempt to describe a horserace, put motion into the article; make it so picturesque and full of life that your readers can see the flying animal, the crowd of spectators, and hear the loud cheers that announce the winning heat."

[22] Bradshaw, "Mrs. Rayne's School of Journalism," 516. He wrote, "A natural next step Mrs. Rayne was to consider was the possibility of more detailed instruction for women who might wish to enter the field."

[23] Ibid., 517. He continues, "The article, unhappily, says little about the curriculum of the school, duration of the courses, requirements for admission or fees."

[24] Ibid. Bradshaw estimated the date of the announcement to be in the early 1890s.

[25] Ibid. As cited from the announcement in the Rayne scrapbook.

[26] Ibid.

[27] *The Temple College* (Philadelphia) *Catalogue, 1889*, Urban Archives (Samuel Paley Library), 8. According to the catalog, "The Temple College expects to furnish a training requisite to employe[e]s, willing to apply themselves, that will open to them the world's great activities. The course of study will cover three years, and will aid students to become Teachers, Correspondents, Lawyers, Physicians, Reporters, Journalists, Public Speakers, Missionaries, Pastors' Assistants, Business Men, Engineers, Book-keepers, Improved Mechanics, etc." (p. 8). O'Dell merely acknowledged that "proofreading was taught at Temple University" (p. 50).

[28] *The Temple College* (Philadelphia) *Catalogue, 1889*, 11.

[29] Ibid., 4.

[30] O'Dell, *The History of Journalism Education in the United States*, 50. O'Dell cited this information from a March 1932 questionnaire that he sent to U.S. college institutions, such as the University of Iowa, where journalism was taught. This questionnaire requested information on journalism education. A current archivist at the university agreed that the first journalism course existed in the English department, but extant records indicate that it occurred in the 1900-1901 academic year. See the *State University of Iowa Calendar, 1900-1901*, Special Collections and University Archives (Main Library), 98.

[31] *The Indiana University Bulletin, 1893-94*, Office of University Archives and Records Management (Herman Wells Library). According to the bulletin, "Reporting. Accounts of fires, accidents, crimes; reports of lectures, entertainments, public meetings; interviews; study of daily and weekly newspapers." O'Dell merely wrote that a course existed (p. 50).

[32] O'Dell, *The History of Journalism Education in the United States*, 46.

[33] Eugene Camp, *Journalists, Born or Made?* (Philadelphia: Philadelphia Social Science Association, 1888), 1.

[34] Charles Wingate, *Views and Interviews on Journalism* (New York: Patterson, 1875), 6.

[35] Camp, *Journalists, Born or Made?*, 1.

[36] Ibid., 3.

[37] Ibid., 5-6. Camp specifically identified sensationalism, inaccuracy, and grammar as pitfalls of journalistic writing: "It [journalism] does not require the information that is often sensational. It cannot be surprised with the statement that it is many times inaccurate; that its assertions are, as a rule, hurriedly and crudely made; or that its grammar sometimes causes the upper literary ten thousand to weep."

[38] Ibid., 8.

[39] Ibid.

[40] Ibid., 11. Cited as written in text.

[41] Ibid., 13-14. Camp believed these three subjects served as an essential foundation. He further articulated supplemental instruction in grammar and style, and he recommended occasional lectures by leading journalists, as "the presence of a successful man always inspires to renewed effort."

[42] Ibid., 15.

[43] General Administration Records, Box 21, Folder: 1887, Journalism, University of Pennsylvania Archives and Records Center (3401 Market Street, Suite 210). See also Martin Meyerson and Dilys Winegrad, *Gladly Learn and Gladly Teach: Franklin and His Heirs at the University of Pennsylvania, 1740-1976* (Philadelphia: University of Pennsylvania Press, 1978), 145.

[44] General Administration Records, Box 21, Folder: 1887, Journalism, University of Pennsylvania Archives and Records Center.

[45] O'Dell, *The History of Journalism Education in the United States*, 47. Also see C. Tom Garten, *The Lee Memorial Journalism Foundation: A History* (Lexington: Washington and Lee University Journalism Laboratory Press, 1942), 15. He said that "the experiment at Washington College [now recognized as Washington and Lee University] had convinced other educators that a course in journalism was feasible and desirable."

[46] The University of Pennsylvania 1899-1900 course catalog appeared to be about half the size of a standard sheet of paper, and it contained 485 pages. At that time, according to the catalog, the university was comprised of seven departments, the University Library, the University Hospital, the Veterinary Hospital, the Laboratory of Hygiene, the Flower Astronomical Observatory, and the Wistar Institute of Anatomy and Biology. The

subjects that did not have their own department existed within the College, which offered ten specific programs of study, including one in finance and economy. This particular program housed The Wharton School of Business, which included the five-course journalism curriculum.

[47] University course catalogs from 1890-1899 are missing from the archive. Consequently, the six courses included here reflect academic alterations made to the initial curriculum implemented in 1893. O'Dell noted the original five—Art and History of Newspaper Making, Law of Libel, Newspaper Practice, Current Topics, and Public Lectures (p. 48).

[48] *The Catalogue of the University of Pennsylvania, 1899-1900*, University of Pennsylvania Archives and Records Center (3401 Market Street, Suite 210), 147-148.

[49] Ibid., 148.

[50] Ibid.

[51] Ibid.

[52] Ibid.

[53] Ibid.

[54] Some texts were no longer in circulation, and others were available only in later editions. While more recent versions of these texts may shed some general light on the content taught, it may not be truly accurate to the time and setting of the implementation of the curriculum.

[55] An attempt was made to locate and examine texts used in the Wharton School at the University of Pennsylvania (1893-1901) with the idea that this would allow for a more accurate reflection of what students may have learned. The 1903 edition of Luce's text was the earliest version available.

[56] Edwin Shuman, *Steps into Journalism*, (Evanston: Evanston Press Co., 1894), 21. Since journalism was primarily considered a man's domain in the late nineteenth century, the authors used only masculine pronouns in the text.

[57] The researcher has taught from the following journalism textbooks: Fred Fedler and others, *Reporting for the Media*, 8th ed. (New York: Oxford University Press, 2005); Brian Brooks and others, *News Reporting and Writing*, 9th ed. (Boston: Bedford/St. Martin's, 2008); and Carole Rich, *Writing and Reporting News: A Coaching Method*, 6th ed. (Boston: Wadsworth, 2010).

[58] Shuman, *Steps into Journalism*, 43. Both the Brooks and Rich texts include one chapter each devoted to newsgathering strategies. In particular, Rich offers a comprehensive list that explains each of the following tactics: brainstorm, check databases, map the topic, assume other points of view, observe, talk to people, check directories, read local newspapers and watch local TV news stations, read classified advertisements, localize national news, seek profiles, read letters to the editor, blogs and feedback on websites, track programs and events, rewrite news releases, follow issues and trends, and be curious and concerned (p. 76-81).

[59] Shuman, *Steps into Journalism*, 22. While present-day journalism textbooks typically distinguish between types of leads (e.g., the inverted pyramid), all three nevertheless defined the opening paragraph or two of a news story, or "lead." From the Fedler text: "The first paragraph or two in a news story is called the 'lead.' The lead (some people spell it 'lede') is the most important part of a story—and the most difficult part to write. Like the opening paragraphs of a short story or novel, the lead of a news story attracts the reader and if it is well-written, arouses a reader's interest. It should tell the reader the central point of the story" (p. 146).

[60] Shuman, *Steps into Journalism*, 36-37.

[61] Ibid., 32.

[62] Ibid., 83.

[63] Ibid., 82. Also see William David Sloan and Lisa Mullikin Parcell, *American Journalism: History, Principles, Practices*, (Jefferson: McFarland & Company, Inc., 2002), p. 353-354. Sloan and Parcell wrote that "in July 1885, the AP (Associated Press) made the use of typewriters mandatory" (p. 353). However, newspaper firms across the country adopted this innovation at various rates over the subsequent 30 years. Sloan and Parcell noted that "some papers required it, while others left the decision up to the individual reporter" (p. 354). Still, they acknowledged that "the typewriter's eventual adoption was never in doubt" (p. 354), and in particular, they cited a 1917 news writing textbook that stated that knowledge of the typewriter is a requirement for the future reporter.

[64] All three current journalism texts included one chapter each that explicated proper interviewing technique. In the form of bullet-points, the Fedler text identifies what a reporter must obtain from an interview: "facts and details, including dates, names, locations and costs; a chronology showing the unfolding of events; relationships among the people or interests involved; context and perspective, including the significance of the event or issue, its relationship to other issues and its historical significance; and anecdotes that illuminate the event or issue and make it more dramatic and understandable for readers or viewers" (p. 269-270).

[65] Shuman, *Steps into Journalism*, 72.

[66] Ibid., 76-77. This is in stark contrast to what authors of the current textbooks advise. Now, readers are encouraged to "start with nonthreatening questions" (Rich, p. 118), where the reporter begins the interview "with small talk. Ask about a trophy, the plants or an engraved pen. Bring up something humorous you have found during your research. Ask about something you know the source will want to talk about" (Brooks, p. 54).

[67] Shuman, *Steps into Journalism*, 75. This also differs from the present-day literature in journalism education. Each textbook presents its readers with note-taking tips and encourages them to "back up" their handwritten notes with a recording device.

[68] Ibid., 73-74. In reference to this approach—good listening and free recall—the Rich text calls it "impractical for a reporter on a daily newspaper" (p. 110). Moreover, the Fedler text posits, "Unless reporters take detailed notes, they probably will forget much of what is said" (p. 276).

[69] All three of the contemporary journalism textbooks address accuracy as an occupational imperative, as evidenced in particular by the Brooks text: "Accuracy is the most important characteristic of any story, great or small, long or short. Accuracy is essential in every detail. Every name must be spelled correctly; every quote must be just what was said; every set of numbers must add up. And that still isn't enough. You can get the details right and still mislead unless you are accurate with context, too" (p. 11).

[70] Shuman, *Steps into Journalism*, 66.

[71] Ibid., ix.

[72] Ibid., 45.

[73] Ibid., 49-50. Shuman opens this hypothetical excursion with an idea of when the reporter typically arrives for work: 1:00 p.m. for a morning paper and 8:00 a.m. for an evening paper.

[74] Ibid., 50-51.

[75] See *The Associated Press Stylebook* (New York: The Associated Press, 2007). In his foreword, President and Chief Executive Officer Tom Curley said this book has become "an eclectic source of information for writers and editors of any [news] publication" and that it is "part dictionary, part encyclopedia, part textbook" (p. vi).

[76] Robert Luce, *Writing for the Press: A Manual for Editors, Reporters, Correspondents, and Printers* (Boston: Writer Publishing Company, 1903).

[77] Ibid., 13-19.

[78] The 2007 edition of *The Associated Press Stylebook* contains a 273-page alphabetical list of words.

[79] The 2007 edition of *The Associated Press Stylebook* includes specific sections that provide guidelines about sports, business, punctuation, media law, photo captions, and graphics. It also offers two sections that explain the AP filing codes and practices for wired transmissions.

[80] Luce, *Writing for the Press*, 64.

[81] Ibid.

[82] Ibid., 5-11.

[83] Ibid., 58, 59. Cited as written.

[84] All three of the current journalism textbooks—Fedler, Brooks, and Rich—contain independent chapters that pertain to media law and media ethics. However, privacy and plagiarism are the ethical issues given the most attention.

[85] John Milton, *Areopagitica*, ed. John Wesley Hales (University of California: Clarendon Press, 1898), 28. Cited as written in text.

[86] Ibid., 52. Milton writes, "She [the truth] needs no policies, nor stratagems, nor licensings to make her victorious." Cited as written in text.

[87] Ibid., 18. Cited as written in text.

CHAPTER III

A PREDOMINANTLY QUALITATIVE CASE STUDY

This chapter discusses the epistemological (or the generation of knowledge) and axiological (or the identification of values) roots of this case study. Per qualitative research protocols, this necessitates personal reflexivity about the nature of the project, its research questions, and the people studied. The text in this chapter will contain first-person references because of this introspection.

Paradigm Underpinning the Research

Qualitative scholars Susan Morrow and Mary Lee Smith said, "Paradigms are the basic belief systems, both formal and informal, that guide our inquiries both in scholarly research and in everyday life."[1] For this dissertation, I aligned more with the interpretivist paradigm, and to support this decision, I will explain why the postpositivist paradigm—as another viable "belief system" to direct this endeavor—did not work in this case to satisfy the necessities of this study.

Paradigm Determination

My academic background at Iowa State University more or less convinced me that postpositivist, quantitative research is the only viable, credible study worthy of my pursuit. Consequently, even though I now value the depth and richness of qualitative data, I still become uncomfortable if I, as the researcher, allow my personal values to

interfere too much with the resultant interpretation: "Objectivity is viewed as necessary [in postpositivist research], and the researcher is expected to assume a detached, observer role, one in which values must be controlled to avoid biasing results."[2] This is why I believe that I can identify as a postpositivist qualitative researcher for certain scholastic endeavors—but not for this study.

The axiological prerequisites of that paradigm did not fit the necessities of my dissertation study. "One must recognize and understand the philosophy of science paradigm that informs a given research project."[3]

As much as I wanted to try to distance myself, it was not possible for me to remain completely detached from this research. I currently teach journalism courses. I also practice my own journalism craft, partly to complement what I teach but also to fulfill my passion to write. From this background, I knew that I already had an opinion about the research questions I planned to investigate, and I had hunches as to what I might find. Thus, the role of the researcher for this particular study was contradictory and futile in relation to the demands associated with postpositivist research.

In his book, *Qualitative Inquiry and Research Design*, John Creswell explained that postpositivist research typically results in deductive analysis, where the researcher begins the study with a theoretical foundation, tests it, and concludes with results that either confirm or refute the theory in question.[4] I had no predetermined theoretical framework to test based on my research questions. To the contrary, my results materialized via an inductive process, where I "allow[ed] categories of meaning to emerge from that data."[5]

This postpositivist rejection instead pointed me to an interpretivist paradigm that emphasized understanding. The goal of research that thus stemmed from this paradigm

was to "rely as much as possible on the participants' views of the situation."[6] That is precisely what I did. In particular, I discovered what journalism skills and other knowledge bases practitioners and educators identified and valued for entry-level journalists. From this, according to Creswell, I made "an interpretation of what [I] found."[7] Therefore, the inductive process affiliated with this paradigm was most relevant for this study.

Philosophical "Anchors"

Each scientific paradigm has philosophical "anchors" that guide how a researcher understands a particular situation and subsequently decides to collect and analyze data from it. Ontology addresses the issue of reality: Is there only one definitive Truth? An interpretivist researcher believes that "multiple, constructed realities," or truths, exist rather than a single version.[8] Moreover, interaction between the researcher and his/her participants creates a subjective reality; thus, the "truths" pertinent to preparation that I discerned in this study are largely applicable to this local context only—the journalism education curriculum at the University of Utah. However, the methodological design used in this study to explore what comprises adequate journalism preparation for students in conjunction with the needs of the nearby media markets can be adopted by educators in other academic programs.

Epistemology, another "anchor," questions how we accumulate knowledge about the world around us. It also concerns "the relationship between the 'knower' (the research participant) and the 'would-be knower' (the researcher)."[9] An assumption of the interpretivist paradigm demands a close relationship between the researcher and his/her participants in order to reach deeper, subjective insights about journalism student

preparation. Joseph Ponterotto goes as far as to say that the researcher and the participants should change in some way as a result of the interaction.[10]

I have always been a pragmatist in that I want my research to make a difference and not just end up on a shelf, where it collects dust and serves no other purpose. I believe that the results of this study and my subsequent suggestions for journalism-curriculum modification in the Department of Communication at the University of Utah can improve the preparation of future journalists.

Finally, axiology, the third "anchor," refers to whether or not the researcher's personal values influence the interpretation. The interpretivist paradigm maintains that "the researcher's values and lived experience cannot be divorced from the research process."[11] This concerned me, mainly because I did not want to somehow sully the results. However, it made sense, because how could I be expected to facilitate close relationships with my participants if I did not share my background and experiences as a means to develop them in the first place? From two scholars who wrote about axiology:

> Researcher values are assumed to influence the research process, although the researcher is expected to examine and understand how his or her values, personal beliefs, and characteristics have influenced the coconstruction of meaning.[12]

Even though complete separation from the research process is not possible in this paradigm, personal exploration in the form of the ensuing "Researchers as Instrument" section helped me acknowledge my own biases and consequently mitigated the chances of tarnishing the results of my research.

Rhetorical Structure

The rhetorical structure of this study "refers to the language used to present the procedures and results of research to one's intended audience."[13] Thus, in the final

chapter of this dissertation, I included my personal suggestions in response to the data results. The interpretivist paradigm allowed me to make connections between the data and my personal experiences in order to offer ideas for curricular improvement. Therefore, despite the benefits of postpositivist research, I deduced that the interpretivist paradigm was best suited for the considerations and necessities of this dissertation study.

Researcher as Instrument

Rationale for and Management of Reflexivity

As previously mentioned, it was important for me to unravel some of the biases and speculations I had that related to this research study: "All research is subject to researcher bias."[14] I was the primary instrument of the research; in other words, all data collection and analysis went through me. Therefore, readers of my resultant findings should have background information about me so they understand my personal and professional connections to this topic. That way, I will not leave my credibility or that of my results in question. Qualitative scholar Susan Morrow offered this rationale: "In the absence of an articulated perspective on subjectivity, researchers leave themselves open to questions regarding whose perceptions are really being described in the findings."[15]

In accordance with the paradigm that guides this research—interpretivism—I, as the researcher, should reveal my subjective biases and assumptions but should also make an effort to not let them influence my interpretation of the data—or at least as much as possible. I chose two options for disclosure: I kept a self-reflective journal and met with a research team. For the former, "the investigator keeps an ongoing record of her or his experiences, reactions, and emerging awareness of any assumptions or biases that come to the fore."[16] I started my journal in January 2009, one month after my chair and I

conceptualized this dissertation topic together. For the latter, my peers served "as devil's advocates, proposing alternative interpretations to those of the investigator."[17] Tiffany "Jo" Merrill and Melissa Hall fulfilled this role and offered me advice and suggestions as I refined this topic, collected data, and analyzed results.

My Background

I currently practice my journalistic craft and simultaneously educate journalism students. My formal journalism education epitomized the argument that journalism should be taught *in addition* to knowledge acquired in another field because of the ACEJMC standards for accredited programs. Specifically, I had to accumulate at least 120 credits in order to attain my undergraduate degree from Iowa State University.[18] Of that amount, only 33 credits, or just over 25 percent, needed to result from actual journalism courses; the rest comprised basic and general education coursework that I could choose to concentrate into a specific interest area if I desired.[19] I ultimately chose to double major in journalism and meteorology, as I had plans to become a broadcast meteorologist. However, while I understand the philosophical benefits of a broad, liberal-arts education, especially when tied to journalistic skills, I rarely had the opportunity to exercise my meteorological knowledge in the context of my journalism courses, which seemed to defeat the purpose of this curricular argument. This made me wonder how I, as an educator, and we, as an academy, can best prepare students for a competent career in this unique industry that can complement such a wide array of disciplines.

Horizons of Understanding

Journalism is like art. Just as an artist skillfully creates his/her product (e.g., a painting, ceramic mug), journalists generate their product: the story. I believe there are some basics journalism students must comprehend before they venture into the field as professionals.

Journalism educators

As an educator, I believe students must know how to write for their particular genre. Several writing genres exist—such as academic, creative, and nonfiction—and each one has its protocols and styles. Likewise, journalistic writing has certain standards that give it originality. Proper grammar is crucial to excel in this occupation. It may not necessarily help students; that is, they will not receive recognition for their accurate utilization of grammatical concepts, but it will certainly harm them, especially in terms of their credibility as a reporter of the news. Effective leads, or lead-ins to a story, separate a good journalist from a great one. In an era of information "snacking," where people rarely consume entire stories, and multiple visuals compete for the consumer's attention, the writer must be able to captivate and inform in as few words as possible.

These attributes are vital to any student who desires to competently enter the profession. However, beyond that, the journalist's media outlet primarily determines other "necessary" skills. In other words, the working environment reflects the adage: When in Rome, do as the Romans do, where each affiliate/firm is its own "Rome" with its own writing rules and standards. Thus, aspiring journalists must be able to assimilate and transfer their knowledge to a related albeit different environment from where they initially learned it.

In addition to solid writing skills, I believe the industry today expects versatility from its practitioners: being able to utilize various forms of media to tell the same story. Thus, journalists need to know the benefits/detriments of photos, video, and audio, and they should learn how to make each of these functional through the Internet. News organizations always seem to experience financial crises. Therefore, students with multiple talents may be better able to secure a job than those who specialize in a particular emphasis. Academic curricula tend to react to emerging trends like this rather than proactively adjust.

Perhaps a reason for this delay stems from the lack of opportunity for educators to re-immerse themselves in a newsroom. I once tried to offer my skills—free of charge—to the CBS affiliate in central Iowa. I met with the news director and explained my situation: I could not work full-time for them because I had classes to teach, but I wanted to ensure that what I taught in the classroom accurately depicted the typical standards of the newsroom. Therefore, I suggested that I work at the affiliate for one or two days a week. They did not have to pay me; the time and experience would be my payment, but since I would not earn a paycheck, I consequently would not be able to spend an exorbitant amount of time there. State law ultimately prevented my idea. Apparently, I either had to be on their payroll, which meant a full work schedule at the station, or have my home university pay for my academic credits so I could work there as an intern. Neither was possible.

This scenario led to this research topic. For instance, how can educators know what to teach and/or emphasize in the classroom unless they have a chance to visit a print or broadcast-oriented newsroom from time to time? I suspect that with each academic year

that passes, current educators rely even more on their own experience in the field, which can become a problem in an industry constantly evolving to reflect changes in technology and culture.

Journalism practitioners

Since my failed attempt to re-immerse myself into a broadcast newsroom, I found a compromise in the form of *Lessons*, a university-affiliated e-magazine devoted to pedagogical challenges in higher education. I reported, wrote, and copy-edited articles for this magazine before I became its editor and publication manager in 2009.

From a practitioner's vantage point, I believe there is a premium placed on judgment. Yes, journalistic skills are crucial. In fact, they helped me get my "foot in the door"; they represented my qualifications on paper. However, it seems to me that skills come across as inferior to the ability to problem-solve and exercise sound judgment.

I do not mean to imply, for example, that entry-level journalists should know the court cases that established libel law, or they should recognize the philosophers who articulated various "branches" of ethical philosophy, but I believe practitioners want their prospective employees to possess a "sixth sense" in these areas so as not to damage their reputation or that of the media outlet. For example, while journalists may not be sure if they have libeled somebody, do they at least act on that uncertainty and ask their editors for their opinions?

Journalism students

In my experience, I think some students severely underestimate the amount of work and attention to detail that regularly goes into quality journalism. It makes sense to an

extent. For example, when they watch broadcast news, they just see the final product; they do not witness the labor that went into the news packages or the precision behind the cameras to generate a smooth, fluid production. Instead, they see two or three people who smile and appear to have a casual conversation. Some students thus erroneously believe that once they graduate, they can instantly become an anchor, but the harsh reality is that this likely will not happen.

In this profession, students put in their dues. More typically, recent graduates begin in local and/or smaller markets, and upon considerable time spent in the field and quality work to show for it, they gradually move into larger markets as proven veterans in the industry. And it is extremely competitive—even for the entry-level jobs. One of my professional mentors once told me that, in terms of cutthroat competition for available jobs, this occupation ranks second only behind Hollywood.

A study by Lee Becker, Tudor Vlad, and Paris Desnoes depicts the bleak job-market statistics that currently face journalism graduates with bachelor's degrees. In 2009, full-time employment reached its lowest level since 1986: Less than six in 10—55.5 percent—acquired a full-time job related to their major.[20] Area of interest differed slightly: 58.7 percent of those graduates who sought print-oriented jobs found full-time employment, while 51 percent earned full-time, broadcast-affiliated positions.[21] Admittedly, the sluggish economy likely contributes to these percentages, but the statistics nevertheless demonstrate that an entry-level journalist must be equipped with sufficient skills and knowledge in order to remain competitive and ultimately obtain a job in the industry. For example, "nearly six in 10 of the graduates reported that they were writing and reporting for the web."[22]

Thus, seemingly fundamental skills such as grammar are simply a must-have for the current journalism student. A working knowledge of Associated Press Style constitutes another—at least for now. A demonstrated ability to write for this genre—particularly for the web—is also a necessity. But students often balk when educators deduct points in their work for such inadequacies. Many write such instructors off as being "picky" or "too rigid." Perhaps this occurs because they do not know what we know; they have not been in the field to know about the high expectations set for and expected of them.

On the other hand, some students may have decided to work in the field while they completed their coursework. These students have likely discerned an important part of the process: You seek the jobs; they don't seek you. Additionally, I suspect these students have a better grasp of the situation they will soon face upon graduation, and in my opinion, they are ahead of their more complacent peers.

Students who enroll in journalism courses and simultaneously have an internship or a paid position in the field may not have the most rigorous responsibilities. However, they nevertheless have exposure to the environment, which I believe makes them appreciate even more what they learn in class, as they have an immediate opportunity to apply it. I suspect that these students will have a completely different response as to how prepared they feel to formally enter the field in an entry-level job than those who have only completed coursework. I also think they may be better able to articulate what they have retained from their courses due to their ability to more immediately transfer that knowledge into a practical setting. For them, it is not hypothetical; it is reality. And that may make the biggest difference.

The next chapter explains in greater detail the design of the case study: the methods used to collect data, selection criteria for participants, data-analysis procedures, and ethical considerations.

Notes

[1] S. Morrow and M. Smith, "Qualitative Research for Counseling Psychology." In *Handbook of Counseling Psychology*, edited by S. Brown and R. Lent, 202. New York: J. Wiley.

[2] B. Haverkamp and R. Young, "Paradigms, Purpose, and the Role of the Literature: Formulating a Rationale for Qualitative Investigations," *The Counseling Psychologist* 35, no. 2 (2007): 268.

[3] Ibid., 268.

[4] J. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 2nd ed. (Thousand Oaks, CA: Sage Publications, Inc., 2007), 21.

[5] Morrow and Smith, "Qualitative Research for Counseling Psychology," 201.

[6] Creswell, *Qualitative Inquiry and Research Design*, 20.

[7] Ibid., 21.

[8] J. Ponterotto, "Qualitative Research in Counseling Psychology: A Primer on Research Paradigms and Philosophy of Science," *Journal of Counseling Psychology* 52, no. 2 (2005): 130.

[9] Ibid., 131.

[10] Ibid. Ponterotto is the coordinator of both the Mental Health and School Counseling master's degree programs at Fordham University in New York City.

[11] Ibid., 131.

[12] Haverkamp and Young, "Paradigms, Purpose, and the Role of Literature," 268.

[13] Ponterotto, "Qualitative Research in Counseling Psychology," 132.

[14] S. Morrow, "Quality and Trustworthiness in Qualitative Research in Counseling Psychology," *Journal of Counseling Psychology* 52, no. 2 (2005): 254.

[15] Ibid., 254.

[16] Ibid., 254.

[17] Ibid., 254.

[18] Iowa State University Greenlee School of Journalism, *Jl MC Major Requirements*, http://www.jlmc.iastate.edu/undergraduate/journalism/files/07-09_Jl_MC_Major_Requirements.pdf.

[19] Ibid.

[20] L. Becker, T. Vlad, and P. Desnoes, "Job Market Goes from Bad to Worse: Annual Survey of Journalism and Mass Communication Graduates," *AEJMC News* 44, no. 1 (2010): 5. The authors noted that "the unemployment rate for journalism and mass communication bachelor's degree recipients is slightly lower than the unemployment rate" (p. 5) for their age cohort of 20-24 years, but it is "considerably higher than the unemployment rate for the labor force as a whole" (p. 5).

[21] Ibid., 5.

[22] Ibid., 6. The authors continued to disclose additional web-related duties that 2009 graduates assumed: "They were more likely to be doing research on the web, more likely to be producing video for the web, and more likely to be producing graphics and photos for the web. They were more likely to be creating blogs, more likely to be managing web operations, and much more likely to working on social network sites" (p. 6).

CHAPTER IV

METHOD: CASE-STUDY RESEARCH DESIGN

Scholar Robert Yin explained that a case study "is an empirical inquiry that investigates a contemporary phenomenon within its real-life context."[1] In this dissertation, a case study was desirable in consideration of the overarching research question: From the perspectives of practitioners in the field, educators, and students themselves, what constitutes adequate preparation for University of Utah undergraduate journalism students in order for them to competently enter the professional field upon graduation? Robert Stake explained that a case can be "simple or complex. It may be a child or a classroom of children or an event."[2] The case in this research endeavor encompassed the intertwined communities of journalism students, educators, and practitioners.

Purposes and Types

Yin described two basic purposes of case studies: explanatory and exploratory. In the former, the researcher attempts to investigate cause-and-effect relationships, whereas the goal with the latter is to "develop pertinent hypotheses and propositions for further inquiry."[3] Stake also noted two types of case studies: intrinsic and instrumental. These types distinguish the relation of the case to the research objective(s). One pursues an intrinsic case study if "one wants a better understanding of this particular case" because

of its unique circumstances.[4] Here, the case itself is of primary interest. By contrast, in an instrumental case study, the case "is of secondary interest; it plays a supportive role, and it facilitates our understanding of something else."[5]

This dissertation embodied the instrumental type and exploratory purpose, as its primary objective was to authentically and accurately define what constituted "preparedness" for a career in the journalism industry. That represented the chief interest. In other words, what skills and concepts did current practitioners indicate as valuable, students perceive as beneficial, and educators identify as imperative, and, once compiled, did their replies correlate or contradict each other? Thus, the purpose of this research was not to investigate or determine why students either are or are not prepared to enter the profession. Instead, the immediate goal was to explore potential, subtle discrepancies that may have existed among these connected communities in what constituted adequate preparation. The students, educators, and practitioners served as a means to comprehend this chief interest: preparation for the profession. An instrumental, exploratory case study like this that investigates journalism skills and concepts that comprise preparation from the perspectives of all three communities is missing from current research. Therefore, **the purpose of the study was to create a hierarchical typology of journalism skills, qualities, and/or characteristics identified by these three population groups as imperative for recently graduated University of Utah students to possess who desire to enter the industry.**

Theory Criteria

Historically, case studies have been deemed less desirable than other research methods with a more defined and accepted strategy. According to Yin, "perhaps the

greatest concern has been over the lack of rigor of case-study research."[6] The significant time consumed to complete a case study along with its lack of generalizable results represent other criticisms of case-study research.[7] Stake also acknowledged such disparagement and explained that a case study "gains credibility by thoroughly triangulating the descriptions and interpretations, not just in a single step but continuously throughout the period of study."[8] Yin even articulated a specific design tactic, or blueprint, for case-study research, as "a comprehensive 'catalog' of research designs for case studies has yet to be developed."[9]

Regarded as one of the most important underpinnings of research, a design affords the investigator the opportunity to further conceptualize the inquiry and anticipate possible challenges. Yin stipulated five components that comprise a case study design: "a study's questions; its propositions, if any; its unit(s) of analysis; the logic linking the data to the propositions; and the criteria for interpreting the findings."[10] The last two components pertain more to data analysis and will be discussed in the Data Analysis subsection. For the first element—the study's questions—Yin reiterated the need to identify the *type* of question(s) asked, which ultimately influence the particular method(s) utilized to answer them.[11] The study's questions also relate to its unit(s) of analysis. Yin encouraged the explicit statement of a study's proposition(s), or the theorem(s) that "directs attention to something that should be examined within the scope of study."[12]

The case study's theoretical framework illuminates the debate investigated in the study: "This theory should by no means be considered with the formality of grand theory in social science."[13] In other words, the researcher does not need a well-renowned, well-

known theory with which to ground the inquiry but rather a statement that the study examines.

Based on the current literature and my personal experience in all three journalistic communities—i.e., as a student, educator, and practitioner—it appears that an exiguous amount of dialogue occurs among these communities, and as a consequence, varying ideas may emerge of what equates to adequate preparation for students who wish to pursue a career in this field.

This is the theoretical statement that the dissertation explored in an attempt to offer curricular strategies that may bridge such discrepancies.

Yin posited single and multiple case designs along with a host of rationales for each.[14] Specifically, this dissertation represented an embedded, single case study (see Figure 4) because the case captured "the circumstances and conditions of an everyday or commonplace situation," which is one of Yin's rationales for a single, typical case.[15] The triad of communities included in the dissertation study—journalism students, educators, and practitioners—can be found in numerous locales nationwide where higher education institutions exist in close proximity to media markets. It is embedded because "the same case study may involve more than one unit of analysis," whereas the alternative, a holistic design with a single unit of analysis, examines "only the global nature of an organization or of a program."[16] This dissertation had three units of analysis—one for each community that offered its own definition of preparation.

Yin warned that a detrimental tendency of embedded case studies is to focus solely on the data collected and analyzed from the individual units of analysis and fail to connect it to the broader theoretical framework. In this dissertation, any discrepancy that

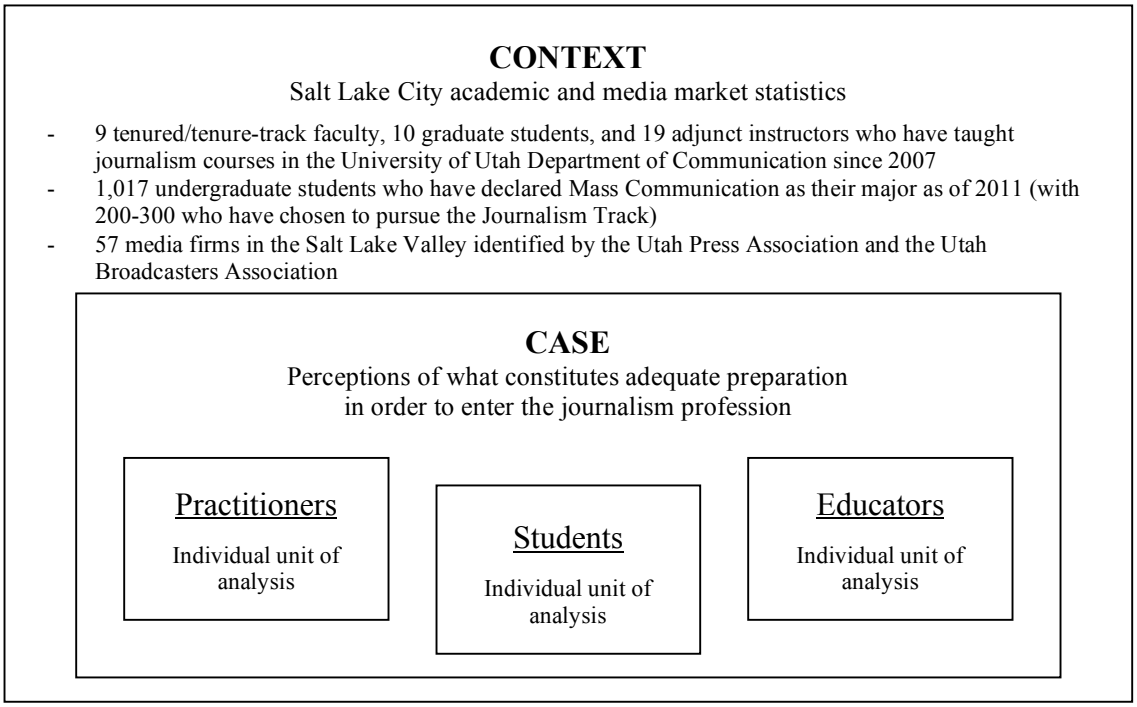

Figure 4. Single, embedded case study visual design (modified from Yin, 2003, p. 40).[17]

resulted from the compiled findings among what practitioners value and educators teach and students think in regards to preparation naturally spoke to the extent of communication between these communities, which represented the broader framework under investigation.

Context of the Case Study

Every case study has certain contextual factors to consider. The journalism curriculum at the University of Utah became its own Department of Journalism in 1948 under the leadership of Quintus C. Wilson.[18] Even then, academia and industry merged within the walls of the department, as educators prepared journalism students for their careers, and now, 64 years later, professional journalists still step into the classroom and teach undergraduate students about this profession.[19] Of the 38 educators who taught

journalism courses in this department from 2007-2010, 19 were adjuncts who simultaneously maintained professional positions in the field. Graduate students and tenured/tenure-track faculty also have journalism backgrounds of their own.

Current students have opportunities to learn about the profession beyond what their educators teach them.[20] Additionally, about 10 percent of the undergraduate students in the department pursue internship experiences each semester—many of which occur in local proximity.[21] The Salt Lake media market has 57 organizations listed in the Utah Press Association and Utah Broadcasters Association membership lists.

This context demonstrates that there is at least some interaction among these three communities.

Rigor Criteria

Finally, Yin offered criteria to judge the quality of case-study research designs. He posited that construct validity can become the most problematic aspect, as the investigator may not establish appropriate operational measures for the study's concepts.[22] This dissertation explored what is meant by the term "prepared." In particular, the notion of "preparedness" was subdivided into five skill categories: reporting, writing, editing, technological, and critical thinking. It can be reasonably assumed that students who are about to enter the profession must possess these skill categories to some extent; however, these categories, or "planned prompts," did not guide the eventual interviews: "These planned prompts should be placed in the interview at the very end of each question category."[23] Yin suggested multiple sources of evidence as a means to attain construct validity.[24] Thus, in data collection, perspectives from multiple individuals in

each community and personal observations of current journalism practitioners were sought to corroborate the definition(s) of preparation.

External validity pertains to "whether a study's findings are generalizable beyond the immediate case study."[25] Single case studies such as this dissertation generally do not offer statistically generalizable results. That is, the detailed findings produced from the aggregate replies from journalism students, educators, and practitioners in and around the Salt Lake Valley likely cannot be rigidly applied to another academic/media market setting, as contextual circumstances and individual perceptions differ from one environment to the next. However, "case studies rely on analytical generalization" where "the investigator is striving to generalize a particular set of results to some broader theory."[26] The broader theory at play in this dissertation is that varying ideas exist among these communities of what equates to adequate preparation for students who wish to pursue a career in this field. For that reason, other educators who want to revise their curricula must consider all three communities, and the methodological design used in this study to explore journalism preparation can be adopted by other academic programs for their own local explorations.

Reliability refers to the ability to arrive at the same findings and conclusions from a subsequent attempt to conduct the case study: "The goal of reliability is to minimize the errors and biases in a study."[27] Yin recommended thorough documentation procedures outlined in a case-study protocol: "A good guideline for doing case studies is therefore to conduct the research so that an auditor could repeat the procedures and arrive at the same results."[28] He included three elements in such a protocol: overview of the case study, field procedures for the case study, and question "levels" pertinent to the case study.[29]

The overview contains background information about the study: "A good overview will communicate to the informed reader (i.e., someone familiar with the general topic of inquiry) the case study's purpose and setting."[30] Background information may include rationale for the case site(s), hypotheses, propositions and/or theoretical statements relevant to the study, and explication of the role of the design protocol. To articulate field procedures, the researcher should note how he/she intends to gain access to the case site(s), create a data collection schedule, and develop a procedure to obtain assistance from colleagues as necessary.[31] Finally, the case-study questions serve as an explicit reminder of what specific information needs to be collected: "The main purpose of the protocol's questions is to keep the investigator on track as data collection proceeds. Each question should be accompanied by a list of likely sources of evidence."[32] The researcher should also distinguish between questions asked of specific interviewees, or according to Yin, level 1 questions, and questions related to the study's overarching research question(s), or level 2 questions. Yin said these latter questions provide more structure to keep the study on track.

Appendix A contains the case-study research protocol based on the aforementioned elements for the dissertation.

Data Gathering

Amy Hall and Ray Rist posited that triangulation guards against unreliable results: "Triangulation is like using a three-legged stool. Remove one leg, and the stool is much less reliable. So it is with qualitative research."[33] Stake and Yin also recommended triangulation for case-study research.[34] Researchers Norman Denzin and Michael Patton referenced four types of triangulation to deepen the understanding of the inquiry: data

source triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation.[35]

This dissertation utilized methodological and data source triangulation, the former of which "refers to the use of multiple methods to gain the most complete and detailed data possible on the phenomenon," and the latter "refers to the gathering of data at different points in time and from different sources."[36] Methodologically, this dissertation included interviews, direct observations, and surveys for data collection. More than one source of information came from each method to allow for data source triangulation.

Interviews

A pilot study conducted in the Spring 2010 semester assessed perceived student benefit and practitioner value in the content of a new, required, capstone convergence journalism course implemented in the University of Utah curriculum. Interviews with practitioners in the Salt Lake Valley lasted about one hour, and several of them agreed to participate in this dissertation research. The pilot study provided a valuable opportunity to revise some of the interview questions. Even though these questions were directed only to practitioners, the questions for students and educators followed a similar train of thought, as indicated in section C of the case-study research protocol in Appendix A. Templates that include specific interview questions for journalism students, educators, and practitioners can be viewed in Appendices B, C, and D, respectively.

From the literature, Yin explained that "case-study interviews require [the researcher] to operate on two levels at the same time: satisfying the needs of your line of inquiry while simultaneously putting forth 'friendly' and 'nonthreatening' questions in your open-ended interviews."[37] James Spradley composed a vivid interpretation of what

constitutes an open-ended approach: "I want to understand the world from your point of view. I want to know what you know in the way you know it."[38] Yin further explained the slight discrepancies between open-ended interviews and focused interviews. In the former, the researcher consults "key respondents about the facts of matter as well as their opinions about events" and more or less allows the interviewees to tell their story.[39] This type of interview generally has less structure. Scholars Steinar Kvale and Svend Brinkmann also recommended some time for reflexivity after each interview: "It may be worthwhile for the interviewer to set aside 10 minutes or more of quiet time after each interview to reflect on what has been learned from the particular interview."[40]

Because there were many key respondents in this dissertation, Yin's identification of the focused interview was more appropriate, where the interviewees responded to a more defined set of questions: "The interviews may still remain open-ended and assume a conversational manner, but you are more likely to be following a certain set of questions derived from the case-study protocol."[41] Section C in Appendix A contains particular questions asked of interviewees from each community.

Kvale and Brinkmann noted that interviewing is "an active process where interviewer and interviewee through their relationship produce knowledge."[42] Due to this relationship, the researcher must take certain steps to respect the rights of the respondent.

> Through briefing and debriefing, the participants should be informed about the purpose and the procedures of the research project. This should include information about confidentiality and who will have access to the interview or other material, the researcher's right to publish the whole interview or parts of it, and the participant's possible access to the transcription and the analysis of the qualitative data.[43]

To observe these rights, the interview participants electronically received an introductory letter that explained the study and asked for their participation. Practitioners,

educators, and students were interviewed at the University or their respective place of employment or another location of their choice. The interviews were audiotaped with a digital voice recorder for later transcription and analysis. All participant identification remained confidential in resultant presentations and publications with their identity restricted only to their title—e.g., a reporter for a local newspaper. Data from this method resulted from 19 interviews—six current students, six educators, and seven practitioners—in order to achieve saturation, or when new patterns or themes cease to emerge.

Hall and Rist cited face-to-face interaction made possible through an interview as a strength of this method of data collection.[44] Interviews also provide rich, detailed descriptions. However, weaknesses exist. Poor question construction can cause discomfort or inadvertently lead an interviewee to a specific reply, or the interviewee may not tell the truth but rather give the researcher what they want to hear. This is known as the response bias.

It was important to remember these weaknesses while data collection occurred. In order to avoid questions that "lead" in an interview, Grant McCracken contended that the researcher must avoid the urge to actively listen: "This strategy encourages the investigator to 'read' the hidden meaning of speech and gesture and 'play it back' to the respondent."[45] However, it is a delicate balance. While McCracken emphasized that the interviewees must be able to tell their story in their own words, he also noted that the researcher should "exercise some control" throughout the interview: "One of the ways of doing so in the data collection stage is through the construction of a series of

'prompts.'"[46] Thus, he valued the "opportunity for exploratory, unstructured responses" but also stressed the need for such prompts to ensure control.[47]

To address the response bias, Kvale and Brinkmann recommended the interviewer try to ask "what" and "where" questions before those that begin with "how" or "why." "The aim is to elicit spontaneous descriptions from the subject rather than to get their own, more or less, speculative explanations" that might sound "right" or align favorably with the researcher's preconceived ideas.[48]

Interview templates for this dissertation observed both strategies in an attempt to address these weaknesses.

Direct Observations

Yin described direct observation as "a field visit to the case-study 'site,'" where the researchers measure "the incidence of certain types of behaviors during certain periods of time."[49]

The data collected for this case-study dissertation included four direct observations of recently graduated University of Utah journalism students who currently work in the Salt Lake Valley. Specifically, the goal was to look for evidence of skills and concepts utilized in their everyday routine, with an observation template (see Appendix E) used as a guide for field notes. Based on the concept of methodological triangulation, this boosted the study's reliability in terms of what constitutes adequate preparation for this profession, as it mitigated the possibility of response bias since these data resulted from what was seen and not simply said. The resultant analysis should provide chronological, almost diary-like insight into the skills necessary to succeed as an entry-level journalist.

Robert Emerson, Rachel Fretz, and Linda Shaw noted that a researcher who visits the field as an observer must consider the invasiveness of their presence. They explained that some fieldworkers "maximize their immersion in local activities and their experience of others' lives, deliberately suspending concern with the task of producing written records of these events."[50] While this approach allows for more openness, as the researcher can more easily "blend" into the surroundings, it does not present the most effective strategy for the purpose of noting specific skills at play. Indeed, this tack may be more appropriate for ethnographic fieldwork, where the investigator spends exorbitant amounts of time at the site. By contrast, the fieldwork related to this dissertation involved multiple sites with a maximum observation period of one day per location.

Still, points regarding invasiveness made by Emerson, Fretz, and Shaw were recalled throughout data collection: "Open jottings not only may strain relations with those who notice the writing; jottings can also distract [the researcher] from paying close attention to talk and activities occurring in the setting."[51] In other words, for the direct observations pertinent to this dissertation, notes were taken—but not constantly. The authors referred to this compromise as jottings, or brief, written key words and phrases that "translate to-be-remembered observations into writing on paper as quickly rendered scribbles about actions and dialogue."[52] According to the authors, jottings should not document every single word unless it is imperative to have a verbatim record. Instead, jottings represent a sort of personal stenography, with "private systems of symbols and abbreviations."[53]

Emerson, Fretz, and Shaw also offered three recommendations to produce vivid jottings: "Field researchers record immediate fragments of action and talk to serve as

focal points for later writing accounts of these events."[54] They suggested that the observer try to detect key components of scenes and exchanges. For this dissertation, effort was made to identify broad skills evident in the journalists' actions. Second, Emerson, Fretz, and Shaw cautioned against opinionated jottings that do not describe but instead summarize or assess a situation. Finally, and somewhat related to the previous recommendation, they recommended that the observer note "concrete details of everyday life which show rather than tell about people's behavior."[55] The ultimate product for this dissertation was a rich, descriptive narrative that documented a day in the life of four journalists and emphasized the broad and detailed nuances of the journalistic skills practiced from one professional to the next.

Yin mentioned that "observational evidence is often useful in providing additional information about the topic being studied."[56] That is the primary strength of this method for the dissertation. The direct observations included in this research add intricate, first-hand details of how professionals operate in the journalism industry.

However, this method has its shortcomings. The investigator's overt presence may alter the "natural" course of events. In other words, the journalists may be more conscious of their actions and/or productivity when they know somebody is watching them. This connects to the concern raised in Emerson, Fretz, and Shaw: "Even with permission to write openly, the tactful fieldworker will want to remain sensitive and avoid jotting down matter which participants regard as secret, embarrassing, too revealing, or which puts them in any danger."[57] To mitigate this concern, they encouraged observers to make their jottings in private as often as possible: "Fieldworkers have reported retreating to private places such as a bathroom, deserted lunchroom,

stairwell, or supply closet to record such covert jottings."[58] Ultimately, they posited that the researcher must determine on their own when, where, and how often to write their jottings.[59] While on site, effort was made to inconspicuously jot copious notes so as not to disrupt or distract.

Surveys

Roger Wimmer and Joseph Dominick noted two major types of survey research: descriptive and analytical. For the former, the researcher primarily wants the survey to "describe or document current conditions or attitudes" in order to explore *what* respondents believe.[60] An analytical survey attempts to explain *why* respondents believe.

Descriptive survey research provided general, overarching information from journalism practitioners, educators, and students for this dissertation about students' preparation for the profession.

Since surveys can generate "a large amount of data" from numerous respondents, perhaps more voluminous than that produced through interviews, this method contributed to methodological triangulation and offered greater generalizability than the other methods utilized to explore the research questions.[61] The data compiled from the surveys represented a wider scope of opinions from practitioners, educators, and students than the other methods' protocols allow. From scholars Catherine Marshall and Gretchen Rossman: "Survey research is the appropriate mode of inquiry for making inferences about a large group of people based on data drawn from a relatively small number of individuals in that group."[62]

Since the respondents all had Internet access, the survey for their respective community (created via Survey Monkey) was electronically sent to them. While

inexpensive, this approach has its challenges, as Wimmer and Dominick indicated: "The primary disadvantage of Internet research is that there is no way yet to ensure that the person recruited for the study is actually the person who completes the questionnaire."[63] Moreover, with the abundance of e-mail in a person's inbox, it is possible that the survey could fall into the "cyber cracks" and go unanswered. According to Julie Yu and Harris Cooper, preliminary notification and personalization of the questionnaire significantly increase response rate.[64] Wimmer and Dominick also recommend a concise length to the questionnaire because "shorter questionnaires guarantee higher completion rates."[65]

Wimmer and Dominick posited eight general guidelines for survey question construction: 1) make the questions clear; 2) keep the questions short; 3) remember the purposes of the research; 4) avoid double-barreled questions, i.e., "one that asks two or more questions in the same sentence"; 5) avoid biased words or terms; 6) avoid questions that lead or "suggest a certain response"; 7) avoid questions that ask for highly detailed information; and 8) avoid potentially embarrassing questions unless they are absolutely necessary.[66]

Most questions included mutually exclusive multiple-choice options. An example of this approach would be the question: How long have you worked for your current media organization? For this inquiry, "there should be only one response per question for each respondent."[67] For instance, survey choices such as "less than 1 year," "between 1 and 10 years," and "more than 10 years" provided the respondent with only one option to choose. Wimmer and Dominick do insist, though, that multiple-choice questions "include all possible responses."[68] Templates that include survey questions for journalism

students, educators, and practitioners can be viewed in Appendices F, G, and H, respectively.

Mixed methods

This study included mixed-methods via use of survey research in order to explore its research questions. In his book, John Creswell said "mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms of research."[69] Creswell further explained that a mixed-methods approach to research inquiry can "neutralize or cancel the biases" inherent in any single method.[70] Therefore, the survey data compiled in this study can "broaden understanding" of what constitutes adequate preparation for the journalism profession and "build on the results" from the other methods.[71]

Creswell identified concurrent embedded design (see Figure 5) as one of six approaches to mixed-methods research. "A concurrent embedded approach has a primary method that guides the project and a secondary database that provides a supporting role in the procedures."[72] For this study, the quantitative survey data represented the supporting role, and interview and observational data served as the primary methods.

Documents

Robert Yin contended that "documentary information is likely to be relevant to every case-study topic," and it served an ancillary purpose for this dissertation.[73] Specifically, general course catalog descriptions and past course syllabi of journalism courses implicitly informed the researcher of skills and concepts already emphasized

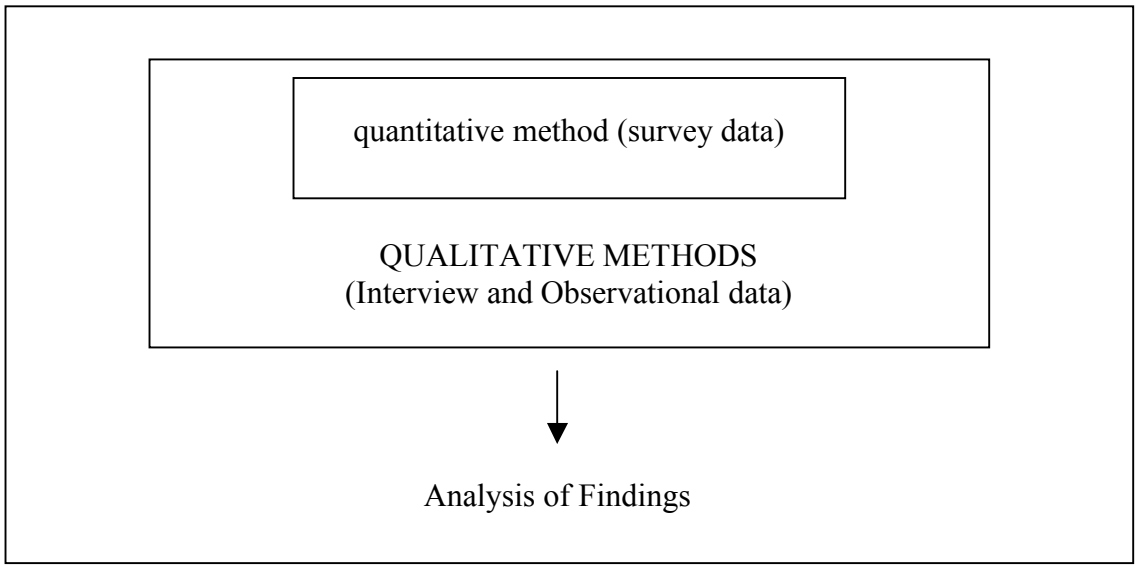

Figure 5. Visual design of the concurrent embedded approach evident in this dissertation (modified from Creswell, 2009, p. 210).

in the University of Utah journalism curriculum. The documents, therefore, provided information and merely filled in the "cracks" as necessary.

Participants

Margarete Sandelowski noted that different methods of data collection necessitate a different number of participants:

> An adequate sample size in qualitative research is one that permits—by virtue of not being too large—the deep, case-oriented analysis that is a hallmark of all qualitative inquiry, and that results in—by virtue of not being too small—a new and richly textured understanding of experience.[74]

Thus, it is difficult to explicitly state a predetermined number of participants within each community for each method of data collection, as "different kinds of purposeful sampling require different minimum sample sizes."[75]

Interviews

For instance, for interviews, those selected via criterion and/or snowball sampling techniques were contacted through e-mail and asked to participate in an interview at a neutral venue of their choice. As the name denotes, a criterion sample "includes all [people] that meet some criterion."[76] For example, the primary criterion for participants from the practitioner community was their title: Only those listed as managing editors (if print) or news directors (if broadcast) were initially contacted for an interview.[77] A snowball sample for this study adds "people who know people [whose perspectives] are information rich."[78] Sheree Dukes recommended "studying 3 to 10 subjects" in each population group for this type of study.[79] Grant McCracken agreed with this range. He posited that the respondents should remain "few in number (i.e., no more than eight)."[80] Therefore, while these sample numbers for each community served as a guideline, participants were recruited and data collected until the data analysis yielded saturation of themes. From scholar and qualitative researcher Michael Patton: "There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources."[81] Nineteen interviews—six current students, six educators, and seven practitioners—resulted from this method of data collection.

Participant interviews, however, contain inherent flaws, and Donald Polkinghorne specified one: "People do not have complete access to their experiences. The capacity to be aware of or to recollect one's experiences is intrinsically limited."[82] In other words, memory is not freely and accurately recalled; instead, it is constructed. Numerous

participant interviews provided insight into the meaning of "preparedness" and the magnitude of strength in the relations among these communities, but "a single data source has its limitations."[83] Triangulated methods and multiple data sources, as previously described and rationalized, bolster the credibility of the results.

Direct Observations

The media sites selected for direct observations satisfied two criteria: (1) they were listed in either the Utah Press Association or Utah Broadcasters Association membership lists; and (2) they currently employed a recently graduated University of Utah journalism student.[84] The second criterion was important to this method and the study in general because, unlike with interview participants who had significant experience in the field, these practitioners had just started their careers. Moreover, these entry-level professionals could connect their experience with the journalism curriculum at the University of Utah with the skills and knowledge currently required of them in the industry. An introductory e-mail was sent to each professional with the intent to gain access and discuss logistics. In some instances, additional correspondence with an authority figure—such as a managing editor or news director—was necessary to acquire permission. Four direct observations (two broadcast television, one radio, and one print publication) offered insight into the journalism skills and knowledge exercised in the workplace.

Surveys

Survey participants came from each of the aforementioned communities. As this dissertation primarily explores the idea of "preparedness" via qualitative means, complex, inferential statistics will not be utilized to analyze the data; instead, descriptive statistics

(e.g., frequency, mean, etc.) will result from the compiled data. A predetermined "N," or sample number, for each community is not needed to achieve statistical significance because statistical inference is not the objective of this method; rather, a broader array of perspectives is the purpose.

Like interview and direct observation samples, participants for this method also satisfied certain criteria, which will be detailed in the ensuing subsection. A personalized e-mail was sent to each potential participant that succinctly explained the project and offered a link to the web-based survey questionnaire created for the respective community to which that individual belonged. According to Wimmer and Dominick, "the most important rule is to ensure that the questionnaire and directions are clear and unambiguous because the respondent has no opportunity to ask questions immediately."[85] The survey questionnaire was also concise and included only the most pertinent questions related to the overarching objectives of the study so as not to overwhelm the potential participant and possibly attenuate the response rate. The student survey contained eight questions; the educator survey had seven; the practitioner survey included six. The response rates for students, educators, and practitioners were 96 percent, 57 percent, and 37 percent, respectively.

As previously stated, the purpose of this method of data collection—beyond methodological triangulation to boost reliability of the results—is to obtain a wider scope of opinions than the other methods' protocols allow. Therefore, it was beneficial to be able to rapidly receive the data generated from these questionnaires, which presented one distinct advantage of web-based survey research.[86] Journalism students, educators, and

practitioners likely owned and/or had access to computers and the Internet, so this mode of survey research seemed appropriate given time and access considerations.

However, web-based survey research has its shortcomings, particularly participants' concern with security, as noted by Wimmer and Dominick: "[They] think their answers will be available to anyone in the world, their identity will be used for sales of products or services, or they will receive unsolicited e-mail from the researcher or other companies that may purchase their e-mail address from the researcher."[87] To address this concern, survey respondents' data were collected and stored in a secure, password-protected Survey Monkey account.

Recruitment of Participants – Specific Procedures

To recap, this dissertation required three separate population groups: one community each of current journalism students, journalism educators, and journalism practitioners. A participant database was created for each community based on specific, predetermined criteria in order to generate interview and survey samples.

For direct observations, recently graduated University of Utah journalism students employed at local media organizations were sought to comprise the sample. These students have graduated within the past five years or less, and that duration was chosen based on the general premise that it sometimes takes a year or two for graduates to secure an entry-level position. With this timeline, they could still be reasonably perceived as an entry-level practitioner but settled enough into their respective positions to provide valuable data from that vantage point. As a second criterion, the media organizations were included in either the Utah Press Association or Utah Broadcasters Association membership lists.

These criteria benefited the study for two reasons. First, they augmented the construct validity of the case study, confirming evidence of certain skills and knowledge imperative for entry-level journalists. In other words, it made sense to observe entry-level practitioners in order to determine what skills and knowledge they utilized in their typical day. Second, it tied directly into the localized nature of the case study, which has been previously noted as a void in present scholarship. Faculty interest has been expressed in University of Utah journalism students' perceptions of adequate preparation, so it was useful to know where some graduates landed and what they do.

Students

Two criteria guided the interview and survey sample database for students. First, in order to provide a more informed opinion about what they needed to know and/or be able to do, journalism students needed to be of at least junior or senior classification. They also had to be enrolled in at least one of three capstone courses: a professional internship, the editorial conference for the student newspaper, and/or convergence journalism.[88]

I visited all courses early in the Spring 2011 semester in order to explain the study and recruit participants. As a result, 53 students expressed interest to participate in just the survey, and all received an electronic invitation to complete it. Additionally, 24 students agreed to an interview. The first six who replied to the electronic invitation and offered possible days/times to meet ultimately comprised the student interview sample.

Educators

Two criteria also contributed to the interview and survey sample database for educators. For this community, participants had to have taught in the department from

Spring 2007 to Fall 2010, and they needed to have taught at least one course in the Journalism Sequence and/or Mass Communication core. As a result, 38 educators satisfied these criteria, and 30 received an electronic invitation to participate in the survey.[89]

From these parameters, viewing the number of courses taught in conjunction with the number of times taught led to the identification of who might provide the most informed opinion of what educators need to teach their students. The six educator interviews thus came from those who have taught at least two journalism-oriented courses in the department for a minimum of three semesters in the four-year duration.

Practitioners

Practitioners had to currently work in the Salt Lake Valley as a journalist, and they needed to have spent a considerable amount of time in the field in order to satisfy the criteria for this community. Specifically, those with titles that connote authority or command within their respective organization were deemed desirable for the interview and survey sample database.

For the survey, in order to broaden the possible number of participants, titles expanded to the editorial and directorial realm. For example, in the print sector, assistant editors and editors of specific aspects—e.g., sports editor or digital editor—were included, as one usually must have considerable experience in order to attain those positions. In the broadcast field, such expansion incorporated assistant news directors as potential participants. This led to 46 journalism practitioners as possible survey respondents, and 27 ultimately received an electronic invitation.[90]

Recommendations from doctoral committee members boosted interview participation among news directors and managing editors, the only titles considered for this resultant criterion, a convenience sample of seven. It was believed these practitioners could provide the best expert opinion about skills and concepts imperative for the entry-level professional.

Data Analysis

Creswell contends that qualitative data analysis encompasses a number of procedures—visualizing, describing, classifying, interpreting, reading, memoing, and data managing—that occur in the form of a "spiral," or in other words, a nonlinear sequence. "One enters with data or text or images and exits with an account or a narrative. In between, the researcher touches on several facets of analysis and circles around and around."[91] Yin offers a similar explanation. "Data analysis consists of examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study."[92] Unfortunately, according to Yin, no universally agreed-upon strategies for case-study analysis exist. "Much depends on an investigator's own style of rigorous thinking, along with the sufficient presentation of evidence and careful consideration of alternative interpretations."[93]

Yin describes two general strategies plausible for this case-study data analysis: relying on theoretical propositions and thinking about rival explanations. For the former, the ideas and hypotheses that led to the case-study in the first place should foster better organization of data and more focus on the information that corroborates or contradicts such presuppositions. "The original objectives and design of the case study presumably

were based on such propositions, which in turn reflected a set of research questions, reviews of the literature, and new hypotheses or propositions."[94] For the latter, Yin recommends that the researcher consider all possibilities that could influence the reliability of the results but notes that some "may not become apparent until you are in the midst of your data collection, and attending to them at that point is not only acceptable but also desirable."[95] But again, these are simply general strategies to bear in mind as data analysis begins.

Iterative explanation building, or "the gradual building of an explanation" that is "similar to the process of refining a set of ideas," will serve as a more specific data analysis process.[96] In this analysis process, the researcher follows certain protocols: 1) makes an initial theoretical statement or initial proposition; 2) compares the findings in favor of and against the initial statement; 3) revises/modifies the initial statement; 4) compares the findings in favor of and against the modified statement; 5) repeats steps (3) and (4) as often as necessary.[97] This iterative process forces immersion in the data, a crucial element in qualitative data analysis, and it encourages contemplation of other plausible or rival explanations.

Margaret LeCompte offered a five-step analysis process to guide iterative explanation building: 1) tidy-up the data; 2) find items in the data; 3) create stable sets of items; 4) create patterns as a result of the sets; and 5) assemble structures that provide meaning.[98] In the first step, "tidying up permits researchers to make a preliminary assessment of the data set."[99] Then the researcher searches for "specific things in the data set [to] code, count, and assemble into research results" before they "clump together items that are similar or go together," which becomes the third step.[100] After this part of

the process, "locating patterns involves re-assembling [sets of items] in ways that begin to resemble a coherent explanation or description."[101] The researcher finally builds an "overall description" to help people "see more clearly how to solve problems, improve programs, assess their effectiveness, or develop theories."[102]

Specific data analysis of particular methods will comprise the rest of this section.

Interviews

While the design of this case study includes a theoretical proposition and researcher hypotheses, Steinar Kvale and Svend Brinkmann contend in their book that the resultant data analysis is meant to be inductive (see Figure 6), particularly via coding for categorization.

> Categorization thus reduces and structures large interview texts into a few tables and figures. The categories can be developed in advance or they can arise ad hoc during the analysis; they may be taken from theory or from the vernacular, as well as from the interviewees' own idioms. Categorizing the interviews of an investigation can provide an overview of large amounts of transcripts, and facilitate comparisons and hypothesis testing.[103]

For categorization, journalistic skills were grouped into the following: technological, reporting, writing, editing, and judgment. These predetermined categories needed sound definitions and examples (i.e., subskills, for example, like knowing how to compose a lead for a story was included under writing).

Concept-driven codes, or those "developed in advance by the researcher" such as the word "lead" in the above example, and data-driven codes, or those embedded within the context of the interviewees' explanations and extracted via in-vivo coding in Atlas.ti analysis software, will help further expand on the skill-based categories identified in the

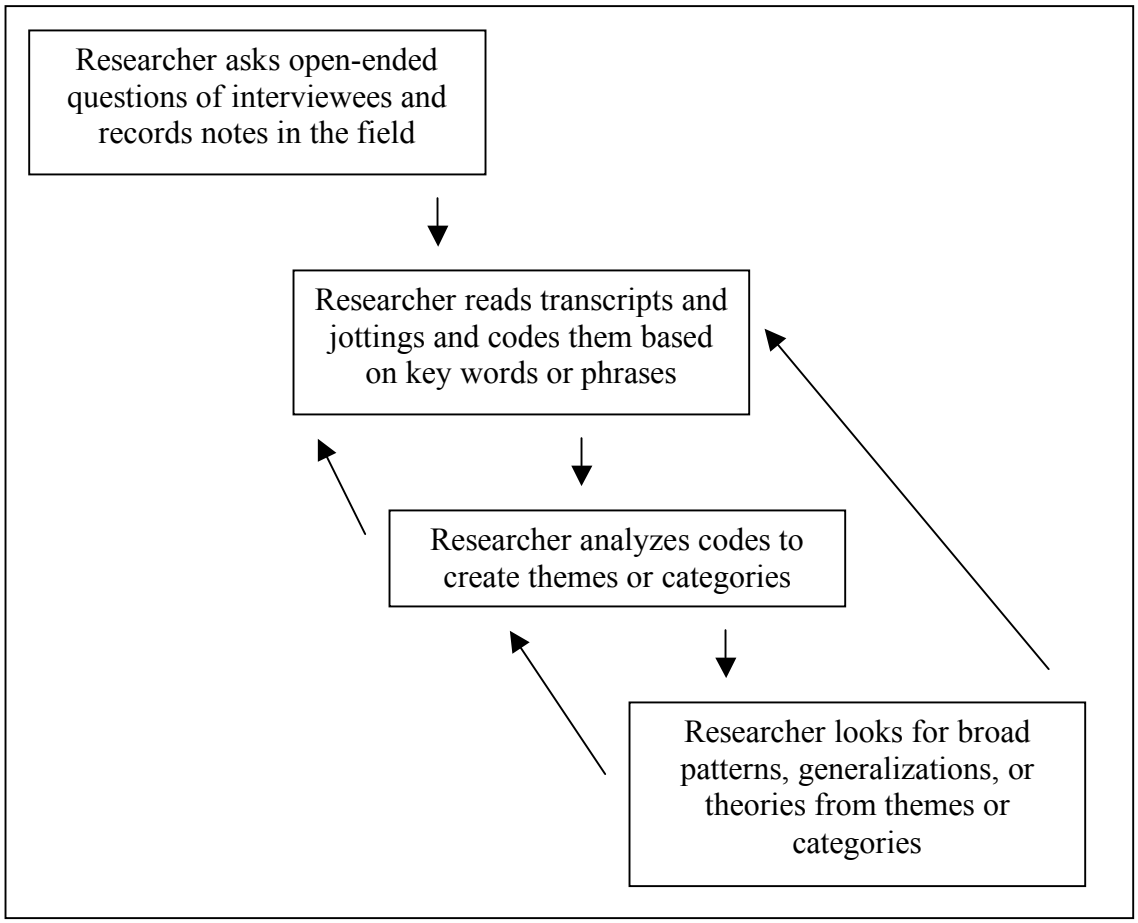

Figure 6. Visual design of the inductive logic process evident in qualitative research (modified from Creswell, 2009, p. 63).

interviews.[104] The search for such codes within the transcripts should also prevent "expertification" in the findings, where "the interviewer as 'the great interpreter' expropriates the meanings from the subjects' lived world and reifies them into his or her theoretical schemes as expressions of some more basic reality."[105]

Direct Observations

In writing up field notes from on-the-scene jottings, researchers, according to scholars Robert Emerson, Rachel Fretz, and Linda Shaw, "strike a balance between describing fully and getting down the essentials of what happened."[106] They recommend

that the researcher record what they observed in chronological order, recalling important events significant to the study in sequence: "This process involves deciding not simply what to include but also what to leave out."[107] For this dissertation, observational emphasis was placed on the types of skills current practitioners need to use while on the job. Of particular interest are the aforementioned skill categories: technological, reporting, writing, editing, and judgment. For these predetermined categories, the investigator can simply use a check mark in real time to note what was observed. This allows for quantification of data, and Michelene Chi explained that "the quantitative data can serve as confirmation of the qualitative data."[108]

Once the researcher generates field notes, he/she reads through them "as a complete corpus, taking in the entire record of the field experience as it has evolved over time."[109] Qualitative analytic coding ensues, as described by Chi: "In qualitative coding, we identify, elaborate, and refine analytic insights from and for the interpretation of data."[110] Focused coding was used in this dissertation, where Chi said the fieldworker subjects field notes to fine-grained, line-by-line analysis on the basis of topics that have been identified as of particular interest: "With focused coding, the [researcher] may also begin to envision possible ways of making an argument or telling a story."[111]

However, recalling Robert Yin's recommendation to remain open to new/rival possibilities, memos should allow the researcher to "entertain a wide variety of ideas and insights about what is going on in the data."[112] Memos can encompass ideas, issues, and insights related to the data. These memos may inadvertently lead to additional codes not previously considered, which, as Yin explains, epitomizes the analysis process in qualitative research: "Analysis is less a matter of something emerging from the data, of

simply finding what is there; it is more fundamentally a process of creating what is there by constantly thinking about the import of previously recorded events and meanings."[113]

Surveys

In their book, Alan Agresti and Barbara Finlay said "a statistic summarizes a sample."[114] Thus, descriptive statistics were used to describe the opinions within and among the sample responses of each community. In general, measures of central tendency, e.g., mean, median, and mode, were the statistics applied to the compiled data.

Trustworthiness and Ethical Considerations

Trustworthiness

Susan Morrow suggested that standards of trustworthiness in qualitative research align with the paradigmatic canons that provide a framework for the project.[115] The interpretivist paradigm applies to this dissertation, and as a result, Michael Patton identified three factors that contribute to the quality of this type of research endeavor: dependability, triangulation, and researcher reflexivity.[116] Morrow expanded these ideas to include "(a) the extent to which participant meanings are understood deeply and (b) the extent to which there is a mutual construction of meaning (and that construction is explicated) between and among researcher and participants."[117]

Dependability stipulates that the researcher design and follow a systematic process. For this dissertation, the case-study research protocol created via the example shown in Robert Yin's text served as such a "systematic process" to explicate theoretical propositions, collect and analyze data, and remain focused on the study's questions.[118] Triangulation, as it pertains to this dissertation, refers to the inclusion of multiple

methodological strategies to generate data as well as the acquisition and analysis of numerous sources. Interviews, direct observations, and surveys comprise the case study's methods to explore the overarching research question, and more than one person, or data source, will be consulted to achieve this additional level of triangulation. However, Morrow also stressed the importance of researcher reflexivity in qualitative research, which "provides an opportunity for the researcher to understand how her or his own experiences and understandings of the world affect the research process."[119] The Researcher as Instrument subsection in Chapter 3 affords the first opportunity for reflexivity. Beyond that, periodic discussions with my doctoral committee chair facilitated more introspection; some of that dialogue became part of an electronic, reflective journal designed to keep me aware of newfound realizations and understandings.

> Immersion in data will increase the opportunity to deeply understand meanings.
>
> Immersion in the data begins to take pace during data gathering and transcription of interviews. It continues with repeated readings of transcripts, listening to tapes, and review of field notes and other data. These repeated forays into the data ultimately lead the investigator to a deep understanding of all that comprises the data corpus (body of data) and how its parts interrelate.[120]

Moreover, once I comprehended the meaning of adequate preparation for the journalism profession, the vivid description will be shared with University of Utah educators, particularly those who comprise my doctoral committee, in hopes that they will take this description and the suggestions recommended for reform and infuse them into the existing undergraduate journalism curriculum.

Ethics

The Institutional Review Board granted formal approval of this dissertation study in September 2010. Data collection commenced in January 2011.

Practitioners, educators, and students were interviewed at the University or their respective place of employment or another location of their choice. The interviews were audiotaped with a digital voice recorder for transcription and analysis. As previously stated, all participant identification will remain confidential in resultant presentations and publications with their identity restricted only to their title—e.g., a reporter for a local newspaper. However, due to the open-ended and specialized nature of the interview, it is possible that their identity may be surmised based on their responses alone. Interviewees were cautioned about this possibility in the consent letter they signed before the interview began. Survey respondents gave their consent to participate when they clicked on the link that sent them to the Survey Monkey site to complete the survey.

Data security

I have conducted qualitative participant research in the past, so there was no problem with conducting interviews, recording and transcribing data, or storing and safeguarding digital and text files related to the study.

An Olympus digital voice recorder was used to record the interviews—from start to finish—in order to accurately quote interviewees and use their responses in the results and discussion in this manuscript. A transcriptionist transcribed the digital voice files into Microsoft Word documents; no actual sound bytes were necessary for the results of this study. I reviewed the transcripts for accuracy and stored both the digital and text files

generated from the interviews on a password-protected Mac computer. The files will be erased after data analysis concludes.

Survey respondents' data were collected and stored in a secure Survey Monkey account. From the Survey Monkey security statement:

> Survey Monkey utilizes some of the most advanced technology for Internet security commercially available today. When a user accesses secured areas of our site, Secure Sockets Layer (SSL) technology protects user information using both server authentication and data encryption, ensuring that user data is safe, secure, and available only to authorized persons.[121]

The next three chapters reveal the data results of students' (Chapter 5), educators' (Chapter 6), and practitioners' (Chapter 7) perceptions of journalism preparation.

Notes

[1] R. Yin, *Case Study Research: Design and Methods* (Thousand Oaks, CA: Sage Publications, Inc., 2003), 13.

[2] R. Stake, *Qualitative Case Studies*, ed. N. Denzin and T. Lincoln (Thousand Oaks: Sage Publications, Inc., 2005), 444.

[3] Yin, *Case Study Research*, 6.

[4] Stake, "Qualitative Case Studies," 445.

[5] Ibid., 445.

[6] Yin, *Case Study Research*, 10.

[7] Ibid.

[8] Stake, "Qualitative Case Studies," 443-444.

[9] Yin, *Case Study Research*, 19.

[10] Ibid., 21.

[11] Ibid., 23.

[12] Ibid., 22.

[13] Ibid., 29.

[14] Ibid., 39.

[15] Ibid., 41.

[16] Yin, *Case Study Research*, 42-43.

[17] The department record of course instructors only goes as far back as 2007. Therefore, the educator statistics and resultant database for participants encompassed the Spring 2007 – Fall 2010 duration. The student statistics come from Matthew Volz, current undergraduate student advisor in the department, in personal correspondence obtained on May 27, 2011.

[18] University of Utah Department of Communication, "Department History," http://www.hum.utah.edu/communication/?pageId=127.

[19] Ibid. "Professor Wilson began attracting professional journalists to join the teaching staff and founded the U's student chapter of Sigma Delta Chi, The Society of Professional Journalists."

[20] University of Utah Department of Communication, "Facilities," http://www.hum.utah.edu/communication/?pageId=126. "Communication students have access to a wide range of electronic media outlets, including Newsbreak student TV news, K-UTE student radio, KUER-FM 90, KUED Channel 7, KULC Channel 9 and EDNET. Students in print journalism can develop their talents through work with *The Daily Utah Chronicle*, *Communiqué* (the department's alumni newsletter), *Lessons* magazine (published by the Center for Teaching and Learning Excellence), and the University News Service."

[21] Matthew Volz, e-mail correspondence with me, May 27, 2011.

[22] Yin, *Case Study Research*, 34.

[23] G. McCracken, *The Long Interview* (Newbury Park, CA: Sage Publications, Inc., 1988), 35.

[24] Yin, *Case Study Research*, 34.

[25] Ibid., 37.

[26] Ibid., 37.

[27] Ibid., 37.

[28] Ibid., 39.

[29] Ibid., 69.

[30] Ibid., 70.

[31] Ibid., 73.

[32] Ibid., 74.

[33] A. Hall and R. Rist, "Integrating Multiple Qualitative Research Methods," *Psychology & Marketing* 16, no. 4 (1999): 295.

[34] Stake, "Qualitative Case Studies, 453-454; Yin, *Case Study Research*, 97.

[35] N. Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*, 2nd ed. (New York: McGraw-Hill Book Company, 1978); M. Patton, *How to Use Qualitative Methods in Evaluation* (Newbury Park, CA: Sage Publications, Inc., 1987).

[36] Hall and Rist, "Integrating Multiple Qualitative Research Methods," 296.

[37] Yin, *Case Study Research*, 90.

[38] J. Spradley, *The Ethnographic Interview* (New York: Holt, Rinehart, and Winston, 1979), 34.

[39] Yin, *Case Study Research*, 90.

[40] S. Kvale and S. Brinkmann, *InterViews: Learning the Craft of Qualitative Research Interviewing* (Thousand Oaks, CA: Sage Publications, Inc., 2009), 129.

[41] Yin, *Case Study Research*, 90.

[42] Ibid., 17.

[43] Ibid., 71.

[44] Hall and Rist, "Integrating Multiple Qualitative Research Methods," *Psychology and Marketing* 16, no. 4 (1999): 298.

[45] McCracken, *The Long Interview*, 21.

[46] Ibid., 22.

[47] Ibid., 25.

[48] Kvale and Brinkmann, *InterViews*, 133.

[49] Yin, *Case Study Research*, 92.

[50] R. Emerson, R. Fretz, and L. Shaw, *Writing Ethnographic Field Notes* (Chicago: The University of Chicago Press, 1995), 17.

[51] Ibid., 17.

[52] Ibid., 20.

[53] Ibid., 20.

[54] Ibid., 32.

[55] Ibid., 32.

[56] Yin, *Case Study Research*, 93.

[57] Emerson, Fretz, and Shaw, *Writing Ethnographic Field Notes*, 25.

[58] Ibid., 24.

[59] Ibid., 20.

[60] R. Wimmer and J. Dominick, *Mass Media Research: An Introduction* (Belmont, CA: Thomson-Wadsworth, 2006), 179.

[61] Ibid., 180.

[62] C. Marshall and G. Rossman, *Designing Qualitative Research* (Thousand Oaks, CA: Sage publications, Inc.), 125.

[63] Wimmer and Dominick, *Mass Media Research*, 204.

[64] J. Yu and H. Cooper, "A Quantitative Review of Research Design Effects on Response Rates to Questionnaires," *Journal of Marketing Research* 20, no. 1 (1983): 41.

[65] Wimmer and Dominick, *Mass Media Research*, 193.

[66] Ibid., 183-185.

[67] Ibid., 186.

[68] Ibid., 186.

[69] J. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Thousand Oaks, CA: Sage Publications, Inc., 2009), 230.

[70] Ibid., 14.

[71] Ibid., 204-205.

[72] Ibid., 214.

[73] Yin, *Case Study Research*, 85.

[74] M. Sandelowski, "Focus on Qualitative Methods: Sample Size in Qualitative Research," *Research in Nursing and Health* 18, (1995): 183.

[75] Ibid., 181.

[76] Marshall and Rossman, *Designing Qualitative Research,* 71.

[77] Managing editors typically supervise writers and reporters in a print publication, fact-checking and producing news stories. Often having senior status and ranking at or near the top of command, they also oversee student interns. Similarly, but for broadcast operations, news directors determine what is news and how it is produced, editing and reviewing all scripts. They also rank very high within their organization.

[78] Marshall and Rossman, *Designing Qualitative Research,* 71. See also M. Patton, *Qualitative Evaluation and Research Methods*, 2nd ed. (Newbury Park, CA: Sage Publications, Inc., 1990), 169, 176.

[79] S. Dukes, "Phenomenological Methodology in the Human Sciences," *Journal of Religion and Health* 23, no. 3 (1984): 199.

[80] McCracken, *The Long Interview*, 37.

[81] Patton, *Qualitative Evaluation and Research Methods*, 184.

[82] D. Polkinghorne, "Language and Meaning: Data Collection in Qualitative Research," *Journal of Counseling Psychology* 52, no. 2 (2005): 139.

[83] S. Morrow, "Quality and Trustworthiness in Qualitative Research in Counseling Psychology," *Journal of Counseling Psychology* 52, no. 2 (2005): 255).

[84] Utah Press Association, "Members," http://www.utahpress.com/pages/members_main. Membership helps people "gain access to print media" and "recognizes excellence in our state's newspapers." See also Utah Broadcasters Association, "Directory," http://www.utahbroadcasters.com/home.htm. Membership "demonstrates the commitment of the broadcasting industry to public service."

[85] Wimmer and Dominick, *Mass Media Research*, 416.

[86] Ibid., 422.

[87] Ibid., 424.

[88] In the University of Utah General Course Catalog, these courses are listed as Communication 3610: External Internship, 3620: *Chronicle* Internship, and 3555: Convergence Journalism, respectively. As these are 3000-level courses, one can presume that most students enrolled in them are of junior or senior status, and thus the first criterion would be satisfied by the second; however, in the rare occurrence that a

freshman or sophomore enrolled in one of these courses expressed an interest to participate in the study, the second criterion superseded the first.

[89] In spite of efforts made by the investigator to locate all possible participants, eight potential respondents had either invalid or no contact information available.

[90] It was discovered in the creation of the practitioner database that the membership lists (including personnel contacts) currently available from the Utah Press Association and the Utah Broadcasters Association are outdated. The size of the Salt Lake Valley media market along with a possibly high turnover rate in the industry may have led to this occurrence. As a result, the investigator visited the websites of each broadcast- or print-affiliated member in order to generate the most accurate information; however, in some instances, credible contact information could not be found and/or inquiries to locate certain practitioners went unanswered.

[91] J. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 2nd ed. (Thousand Oaks, CA: Sage Publications, Inc., 2007), 150.

[92] Yin, *Case Study Research*, 109. See also M. LeCompte, "Analyzing Qualitative Data," *Theory into Practice* 39, no. 3 (2000): 147. "The task of analysis, which makes interpretation possible, requires researchers first to determine how to organize their data and use it to construct an intact portrait of the original phenomenon under study and second, to tell readers what that portrait means."

[93] Ibid., 110.

[94] Ibid., 112.

[95] Ibid., 113.

[96] Ibid., 122.

[97] Ibid., 121-122.

[98] LeCompte, "Analyzing Qualitative Data," 148-152.

[99] Ibid., 148.

[100] Ibid., 148-149.

[101] Ibid., 150.

[102] Ibid., 151.

[103] Kvale and Brinkmann, *InterViews*, 203.

[104] Ibid., 202.

[105] Ibid., 218.

[106] Emerson, Fretz, and Shaw, *Writing Ethnographic Field Notes*, 47.

[107] Ibid., 51.

[108] M. Chi, "Quantifying Qualitative Analyses of Verbal Data: A Practical Guide," *The Journal of the Learning Sciences* 6, no. 3 (1997): 281.

[109] Ibid., 143.

[110] Ibid., 151.

[111] Ibid., 161.

[112] Ibid., 155.

[113] Ibid., 168.

[114] A. Agresti and B. Finlay, *Statistical Methods for the Social Sciences*, 3rd ed. (Upper Saddle River, NJ: Prentice Hall, Inc., 1997), 67.

[115] Morrow, "Quality and Trustworthiness in Qualitative Research in Counseling Psychology," 251.

[116] M. Patton, *Qualitative Research and Evaluation Methods*, 3rd ed. (Thousand Oaks, CA: Sage Publications, Inc., 2002), 429-574.

[117] Morrow, "Quality and Trustworthiness in Qualitative Research in Counseling Psychology," 253.

[118] Yin, *Case Study Research*, 68.

[119] Morrow, "Quality and Trustworthiness in Qualitative Research in Counseling Psychology," 253.

[120] Ibid., 256.

[121] Survey Monkey, *Security Statement*, http://www.surveymonkey.com/Monkey_Security.aspx.

CHAPTER V

STUDENT PERCEPTION RESULTS

I visited all courses—convergence journalism, the editorial conference for the student newspaper, and the professional internship class—early in the Spring 2011 semester in order to explain the study and recruit participants. As a result, 53 students from those courses expressed interest to participate in just the survey, and all received an electronic invitation to complete it. Additionally, 24 students agreed to an interview. The first six who replied to the electronic invitation and offered possible days/times to meet ultimately comprised the student interview sample.[1]

Background Information

Interview Data

In terms of academic classification, one sophomore, two juniors, and three seniors comprised the interviewee sample. All six had taken or were currently enrolled in Communication 1610: Introduction to News Writing. Five indicated past or present enrollment in Communication 3555: Convergence Journalism, and three said the same for Communication 4520: Television Journalism. Other courses that had two students mention it as part of their program of study included Radio Journalism, Video Production I, Editing Process, Intermediate Reporting, and Magazine Writing. Courses with one student listing it were Photojournalism, Advanced Photography, Writing for New Media,

Specialty Reporting, Mass Communication Law, Digital Imaging, and Documentary Photography.

Four had also completed Communication 3610, the course that accompanies students' external internship experiences. Moreover, all six student interviewees had professional journalism experience, and interestingly, the media firms where students sought practical opportunities to apply and develop their skills were all located in Salt Lake County, which supports the need for local case-study research like this dissertation. Anecdotally, it demonstrates that in this time of economic distress, undergraduate journalism students at the University of Utah are not looking for internships and professional experiences that uproot them; rather, they tend to seek opportunities close to home that allow them to continue their academic programs of study.

Half of the interviewees worked at the *Daily Utah Chronicle*, the student newspaper dedicated to campus activity. Other media firms included the *Deseret News* (a newspaper with a weekday print circulation of 71,821), the *Salt Lake Tribune* (a newspaper with a weekday print circulation of 113,474), *Lessons* magazine (a niche, multimedia publication that focuses on higher education pedagogy), KRCL (a nonprofit community radio station that operates in Salt Lake City), KSL (the local NBC station affiliate), ABC4 (the local ABC station affiliate), and CW30 (the local affiliate for the network that is targeted to women ages 18 to 34).[2] Students assumed various responsibilities at these firms, ranging from copy editor, op-ed columnist, arts/entertainment reporter, webpage designer, television reporter/writer, photographer, and radio DJ to multimedia story producer.

Survey Data

Students had a four-week window in which to complete the survey, and 51 out of 53 responded, which equates to a 96.2 percent response rate. No freshmen completed the survey, which makes sense since junior and senior status was the target academic classification. The number of students (and the corresponding percent of the sample) who comprised each class is as follows: two (4 percent) sophomores, 11 (22 percent) juniors, 35 (70 percent) seniors, and two (4 percent) recently graduated students.

In terms of completed coursework, four out of five (82.4 percent) had taken or were currently enrolled in Communication 1610: Introduction to News Writing at the time they took the survey. Additionally, just over half (51 percent) had finished or were taking Communication 5300: Mass Communication Law. Figure 7 depicts the journalism courses the students in this sample had already taken or were taking as of the Spring 2011 semester. The y-axis indicates the percentage of respondents taking each course, and the x-axis provides course titles.

About 57 percent were still early in their program of study, indicating that they had checked one to five journalism courses, while the remaining 43 percent had taken six to 10 courses. Regardless of coursework, almost three out of four survey respondents (72.5 percent) said they have journalism field experience. Of the 38 replies that indicated where students acquired experience, 26 of them named media outlets in the Salt Lake Valley. Frequent examples included the *Daily Utah Chronicle* (with eight respondents listing it), *Deseret News* (with four), *Salt Lake Tribune* (with three), *K-UTE* radio (with three), Salt Lake *City Weekl*y (with two), and KSL television (with two). This is consistent with the

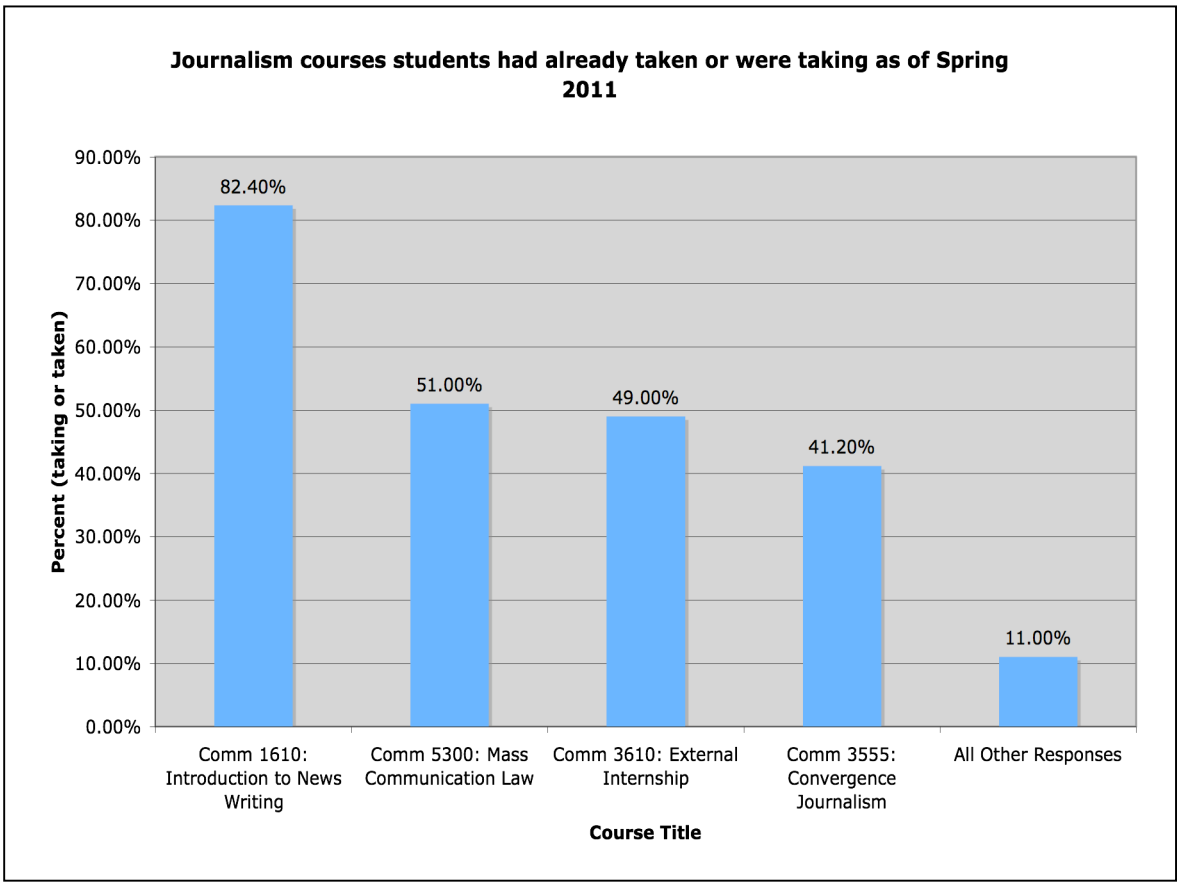

Figure 7. Journalism courses that students had already taken or were taking at the time they completed the survey.

interview data in that undergraduate students at the University of Utah are seeking professional experience from firms within their local proximity.

Results to Research Questions

First Question

The first research question directed toward students asked them to identify the journalism skills and concepts they think they need to know and/or be able to do upon graduation.

Interview data

In the interviews, students were first asked what is the one most important quality/skill/characteristic that they should possess in order to be adequately prepared for their careers. Most initially replied with a one or two-word answer before they immediately explained why it was most imperative for their preparation. The immediate responses from the students were: basic newsgathering skills, flexible thinking, credibility, organization, confidence, and experience.

When first analyzed via in-vivo technique, where the investigator "refers to a word or short phrase from the actual language" of the participants, 48 codes emerged from the data.[3] Through the second-cycle focused coding technique, one of several "advanced ways of reorganizing and reanalyzing data" where "data similarly (not necessarily exactly) coded are clustered together and reviewed to create tentative category names," 10 categories eventually resulted: interviewing skills, communicating with people, finding sources, acquiring knowledge about the subject, organizing material, quoting/attributing properly, practicing ethics, exercising judgment, being self-sufficient, and exuding a sound work ethic.[4] Interestingly, when their responses were broken down and then categorized, the students identified various reporting skills and qualities as most important for them. Although the aforementioned codes can overlap, one can argue that at least the first five listed above comprise a broader reporting skill set that a competent, entry-level journalist must possess.

Moreover, in their replies, students acknowledged a sequential relationship in that solid reporting skills lead to sound writing skills. From one student:

> It doesn't matter how well you can write a story. If it's not researched and completely fleshed out, and if it's not, uh, if you haven't done the research correctly,

> if you haven't attributed quotes correctly, it doesn't matter how good of a technically written story it is.

And from another student related to this point:

> I feel like if you're a good reporter…if you have all the information, if you ask all the right questions, it can come together.

Then, based on Steinar Kvale and Svend Brinkmann's analysis strategy, the interview utilized a chart to have students rate the importance of each of the following journalistic skills/concept categories: technological, reporting, writing, editing, and critical thinking. Students who took the survey also completed this chart, where they too were asked to rate the importance of these categories. Table 2 shows what skills student interviewees perceived as most important for them to know and/or be able to do. It is worthwhile to note that all of these skill sets can be considered necessary for adequate preparation for the profession.

From the interview data, the skill set that the most students deemed as "extremely important" was reporting. Critical thinking and writing were right behind. However, not as many students viewed editing and technological skills as extremely important when compared to the other three skill sets.

Survey data

Similarly, in the survey, students were first asked what is the one most important quality/skill/characteristic that they should possess in order to be adequately prepared for their careers. The most common predetermined skill set referenced was writing; 15 replies pertained to sound writing ability. Seniors and recently graduated students who took the survey viewed stellar writing skills as even more vital than their sophomore and junior peers. Ten out of 35 replies (29 percent) from seniors

Table 2. Student interviewee ratings of skill categories toward their entry-level preparation for the journalism profession.

Student Perceptions of Skill Importance from Interview Data % of sample (number of students)					
	[1] Relatively unimportant	[2] Marginally important	[3] Fairly important	[4] Considerably important	[5] Extremely important
Technological	0.0% (0)	16.7% (1)	0.0% (0)	66.6% (4)	16.7% (1)
Writing	0.0% (0)	0.0% (0)	0.0% (0)	16.7% (1)	83.3% (5)
Reporting	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (6)
Editing	0.0% (0)	0.0% (0)	0.0% (0)	83.3% (5)	16.7% (1)
Critical thinking	0.0% (0)	0.0% (0)	0.0% (0)	16.7% (1)	83.3% (5)

and recently graduated students mentioned writing as most imperative. This is double the percentage of replies from sophomore and juniors who referenced writing.

Reporting skills ranked behind writing, with 10 responses related to interviewing and researching ability. Six student replies mentioned components of critical thinking as most imperative, but, in terms of predetermined categories, technological and editing skills were seldom mentioned. However, six replies indicated that some students believe they must be flexible and able to independently call upon numerous skills. From one student: "A grasp on a little bit of everything because when entering you are asked to do everything yourself."

Interestingly, though, the students listed a number of characteristics that inductively became another category: personality traits. Nineteen replies indicated certain desirable behaviors that students believe entry-level journalists should possess. Specifically, five

mentioned confidence in skills and knowledge, and another three explicitly said curiosity was important. Another three responses involved timeliness: efficient, urgency, and quick on one's feet. Other personality traits included initiative, outgoing, reliable, interpersonal, communicative, creative, motivated, and organized.

The same chart used in the interviews was then shown to the survey respondents, and likewise, they too were asked to rate the importance of the aforementioned categories. Table 3 shows what skills students who took the survey perceived as most important for them to know and/or be able to do. The same three skill sets—writing, critical thinking, and reporting—showed the strongest agreement in their perceived importance.

To recap, student interviewees and survey participants rated reporting and writing as extremely important, with critical thinking, editing, and technological skills also exhibiting strong agreement as to their perceived importance. This is somewhat consistent with the findings from the study conducted in 2008 by Jennifer Adams, Brigitta Bruner, and Margaret Fitch-Hauser, where surveyed students rated written skills and reporting abilities such as listening and interviewing at higher importance than technological skills such as video production and photography.

Another finding revealed that 19 students who completed the survey attributed their presumed preparation for the field to ample practice and experience. They did not specify whether it had to occur in or out of the classroom—just that "practice makes perfect" and that "first-hand experience in the field" explains why they believe they are prepared.

Also worth noting is that students—in both the interviews and surveys—identified interpersonal skills, or personality traits, as important to their preparation. In fact, in the

Table 3. Student survey ratings of skill categories toward their entry-level preparation for the journalism profession.

Student Perceptions of Skill Importance from Survey Data % of sample (number of students)					
	[1] Relatively unimportant	[2] Marginally important	[3] Fairly important	[4] Considerably important	[5] Extremely important
Technological	0.0% (0)	2.0% (1)	30.0% (15)	44.0% (22)	24.0% (12)
Writing	0.0% (0)	0.0% (0)	2.0% (1)	20.0% (10)	78.0% (39)
Reporting	2.0% (1)	2.0% (1)	4.0% (2)	40.0% (20)	52.0% (26)
Editing	0.0% (0)	2.0% (1)	6.0% (3)	48.0% (24)	44.0% (22)
Critical thinking	0.0% (0)	2.0% (1)	6.0% (3)	38.0% (19)	54.0% (27)

survey data, more replies pertained to certain desirable behaviors that students should exude as most important than to skill sets like writing and reporting.

Second Question

The second research question directed toward students asked them to consider other subjects outside of journalism that they believe they should (have) take(n) coursework in order to be prepared for their careers.

Interview data

The student interviewees provided numerous examples of coursework in various disciplines that they believe they and their peers should complete. In terms of frequency, two students specifically mentioned Spanish courses as important supplemental

coursework, and two students expressed knowledge of current events as a way to augment students' programs of study.

Replies typically included coursework they had already completed as opposed to what they should or might take in the future. In fact, of the six participants, only one briefly spoke about some coursework they wish they had taken more of during their time as a student. By contrast, the other five approached this question in the past tense and only advocated coursework they had already finished. This observation may help explain this next deduction.

Interestingly, about half (22) of the total first-cycle in-vivo codes (49) were reasons why such coursework was perceived as beneficial, and the students tended to give either local or global explanations for inclusion of outside coursework. Most had either figured out on their own the utility of the outside work they mentioned or had it explained to them at some point. For example, one student said this as a local reason for taking Spanish courses:

> In our community there's a lot of Spanish-only speakers or Spanish-[as their] primary-language speakers. That already helped me…It was helpful to have a base in Spanish so I could communicate with some of the construction workers and ask them questions and that sort of thing.

A different student offered a global reason for taking general-education courses (already required as a part of the undergraduate curriculum): "It just gives you a more worldly view, so you become more knowledgeable, and you can apply that to maybe, uh, stories."

Second-cycle focused codes resulted in five categories: interpersonal presentation, (foreign) language, social science, technology-oriented, and informed about the world around them. Table 4 reveals specific in-vivo codes that comprised each category.

Table 4. In-vivo (verbatim) codes from interviewees that led to focused categories pertaining to valuable coursework outside of journalism to bolster student preparation.

Student Perceptions of Valuable Outside Coursework from Interview Data

Interpersonal Presentation	(Foreign) Language	Social Science	Technology-oriented	Informed about World
"how to talk"	"some Spanish classes"	"basic political science class"	"arts technology"	"knowledge of current events"
"how to actually communicate"	"some linguistics courses"	"some economics classes"	"photography"	"read newspaper almost everyday"
"public speaking"	"foreign language classes"	"international relations classes"	"web designing"	"reading something"
	"Spanish"	"general courses"	"learning computer programs"	
			"navigating programs on the Mac"	

All six student interviewees already had journalism experience at the time of the interview. When asked what skills or knowledge they learned while on the job or during their internship, four of them referenced deadlines. From one student: "To have a deadline of two or three weeks [for a class assignment] versus having a deadline of 'Oh, I need you to shoot this and have it back in an hour'…That's completely different." Another student, who specifically mentioned "writing under the gun" as what they learned, explained what instructors might do to better prepare students in this regard.

"You can't simulate that in a class because you always have the next day. Unless [educators] were to say, 'Hey, you gotta get this story done by the end of the class period.'"

Real-life experience was also mentioned by three of the students. One student said "the *Chronicle* was the best classroom for [them] ever." Another student offered a detailed example of their day on the job, where they learned about real-life urgency, particularly in regards to interviewing. "You really have to know how to work around people's schedule…We have until five o'clock, which means I have to be back [in the newsroom] at three. So how can I get you to talk to me in two hours?" And the third student who mentioned this said it is especially important for entry-level journalists for this reason:

> If I had to narrow something extra important that I learned out there in the real world was…It's the real world! There's no textbooks; there's no professors making you feel better, babying you, saying, 'Ya know, it's OK if you get that sentence wrong. We can fix it, and we can make it better.' There's none of that.

Thus, these students acknowledged that a difference existed between classroom exercises and professional expectations.

Survey data

Figure 8 shows the subjects where students in this sample believe they need supplemental coursework. The y-axis indicates the percentage of students who selected that subject, and the x-axis identifies each discipline.

Only about one in 10 of the students surveyed (12 percent) believed they did not need any coursework outside of their journalism curriculum to adequately prepare them for their careers. By contrast, more than half of the students surveyed (52 percent)

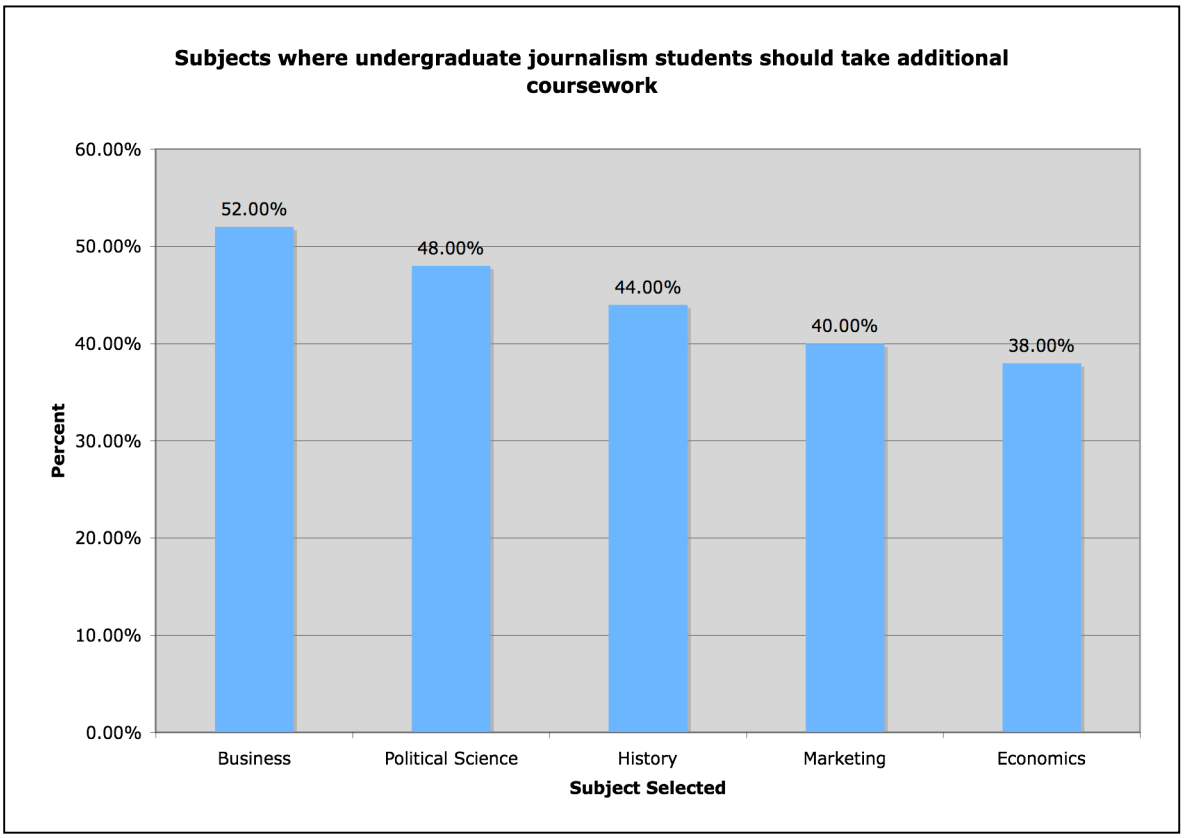

Figure 8. Subjects outside of journalism in which students indicated they should have coursework to complement their journalism curriculum in order to be prepared.

indicated that they believe they should have business coursework incorporated into their programs of study in order to be prepared. Classes in political science, history, marketing, and economics comprised the subjects with the next highest percentages. These disciplines were consistently identified among lower-division as well as upper-division students, and this consistency may have resulted from the fact that 37 out of 51 students who took the survey already had experience in the journalism field. Their experiences—while at different outlets—may have led to similar deductions about additional coursework to take in a general sense.

Still, comparing the interview and survey data, students offered a wide array of additional coursework that they believe may be beneficial to their preparation. Out of all

the suggestions made, only two disciplines—political science and economics—were mentioned via both methods. Foreign language like Spanish, by contrast, was included among student interviewees, but only 30 percent of student survey participants indicated its importance. Such variance could have resulted from students not knowing what fields would augment their preparation because they have not yet determined exactly how or where they plan to enter the field upon graduation. For instance, once a student decides that he/she wants to enter the industry as a business reporter, then business, economics, and marketing coursework likely becomes much more imperative to bolster that student's journalism program of study.

The next chapter explains the results of the data collected from University of Utah journalism educators.

Notes

[1] Family Educational Rights and Privacy Act (FERPA) protection for students prevented my ability to acquire more educational information (e.g., GPA) about the 24 potential interviewees beyond what was publicly available via the University of Utah directory.

[2] Jasen Lee and Andrew Vanacore, "Deseret News Posts Top Increase in Print, Online Readership Nationwide," *Deseret News*, http://www.deseretnews.com/article/print/700027671/Deseret-News-posts-top-increase-in-print-online-readership-nationwide.html. See also The CW "About the CW," http://www.cwtv.com/thecw/about-the-cw.

[3] J. Saldana, *The Coding Manual for Qualitative Researchers* (Thousand Oaks, CA: Sage Publications, Inc., 2010), 74. Saldana also explains that "In-Vivo Coding is appropriate for…studies that prioritize and honor the participant's voice" (p. 74).

[4] Ibid., 149, 156. Saldana said "the primary goal during Second Cycle coding, if needed, is to develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of First Cycle codes" (p. 149). Additionally, "in qualitative data analysis, some interpretive leeway is necessary – indeed, creativity is essential to achieve new and hopefully striking perspectives about the data" (p. 150).

CHAPTER VI

EDUCATOR PERCEPTION RESULTS

I created a database for educator interview and survey samples based on who had taught courses in the Journalism Sequence and/or Mass Communication core in the Department of Communication at the University of Utah from Spring 2007 to Fall 2010. As a result, all 38 educators—comprised of adjunct professors, graduate students, and tenured/tenure-track faculty—received an electronic invitation to participate in the survey.

From these parameters, I viewed the number of courses taught in conjunction with the number of times taught in order to identify who might provide the most informed opinion of what educators need to teach their students. The six educator interviews thus came from those who have taught at least two journalism-oriented courses in the department for a minimum of three terms in the four-year duration.

Background Information

Interview Data

Four graduate students and two adjunct professors comprised the interview sample.[1] All had taught Communication 1610: Introduction to News Writing at least once, and four said they also had taught Communication 3600: The Editing Process at the University of Utah. Other courses these educators taught included Communication 3555:

Convergence Journalism, Communication 3660: Intermediate Reporting (with two educators listing it), Communication 4610: Magazine Writing, Communication 4670: Specialty Reporting, and Communication 5300: Mass Communication Law.

Of these seven courses represented, two educators have taught four of them throughout their time at the University of Utah, and the other four have taught at least two. In terms of how long the educators have taught journalism courses within the department, one has taught for seven terms in four years, one for six terms, one for five, two for four, and one for three terms. These figures—number of courses taught in conjunction with number of times taught—demonstrate that the educators in this sample have worked often with journalism undergraduate students and thus were able to provide an informed opinion of what skills and knowledge students need in order to enter the profession adequately prepared.

Their informed opinions, however, stem from more than just educational credentials. All six educators had professional experiences in the field, and in no instance did these opportunities occur earlier than 2008. These interviewees either recently have been or currently are news editors, freelance reporters and writers, research analysts, and/or communication directors. Therefore, educator insight into student preparation comes from personal praxis as well.

Survey Data

Educators had a four-week window in which to complete the survey, and 17 out of 30 responded, which equates to a 56.7 percent response rate.[2] Adjunct professors represented about half (47 percent) of the sample, with graduate students (35 percent) and tenured/tenure-track faculty (18 percent) composing the remainder of the respondents.

Due to conflict of interest, four tenured/tenure-track faculty members were not included as potential survey or interview participants, as they currently serve on my doctoral committee. This explains the low percentage of tenured/tenure-track faculty participation in the survey.

Three out of four (76.5 percent) survey respondents said that they regularly teach journalism courses (i.e., at least one course every academic term) at the University of Utah. Additionally, only three educators indicated that their most recent professional work in the journalism industry occurred more than five years ago. Ten respondents categorized their most recent field experience with a professional media firm as primarily print-oriented; six described it as primarily broadcast-oriented.

Results to Research Questions

First Question

The first research question directed toward educators asked them what journalism skills/concepts they think their students need to know in order to competently enter the journalism profession upon graduation.

Interview data

In the interviews, educators were first asked what they believe is the one most important quality/skill/characteristic that an entry-level journalism student should possess. When first analyzed via in-vivo technique, where the investigator "refers to a word or short phrase from the actual language" of the participants, 35 codes emerged from the data.[3] Through the second-cycle focused coding technique, one of several "advanced ways of reorganizing and reanalyzing data" where "data similarly (not

necessarily exactly) coded are clustered together and reviewed to create tentative category names," seven categories eventually resulted: being curious about and/or becoming informed of events around them, being self-sufficient in order to function well on their own, exuding certain imperative characteristics in their writing, evaluating and critically assessing information and sources, being accurate and correct, using/working with technology, and exuding particular personality traits.[4] When their responses were broken down and then categorized, the educators seemed to place more value on their students' ability to exercise critical-thinking skills. Although the aforementioned codes can overlap, one can argue that two focused codes—(1) evaluating and critically assessing information and sources and (2) being accurate and correct—can be combined into a broader critical-thinking skill set. Indeed, 13 of 35 in-vivo codes (37 percent) pertained to this important part of the student curriculum.

From one interviewee: "People rely upon journalists even more now to provide not only information but the correct information and the vetted information and the balanced information and the accurate information." And from another educator related to this point: "It doesn't matter how pretty your words are if the source who provided you the information was taking you for a ride."

Then, based on Steinar Kvale and Svend Brinkmann's analysis strategy, the interview utilized a chart to have educators rate the importance of each of the following journalistic skills/concept categories: technological, reporting, writing, editing, and critical thinking.[5] Educators who took the survey also completed this chart, where they too were asked to rate the importance of these categories. Table 5 shows which skills educator interviewees perceived as most important for entry-level students to know

Table 5. Educator interviewee ratings of skill categories toward students' entry-level preparation for the journalism profession.

Educator Perceptions of Skill Importance from Interview Data % of sample (number of educators)					
	[1] Relatively unimportant	[2] Marginally important	[3] Fairly important	[4] Considerably important	[5] Extremely important
Technological	0.0% (0)	0.0% (0)	33.3% (2)	33.3% (2)	33.3% (2)
Writing	0.0% (0)	0.0% (0)	0.0% (0)	16.7% (1)	83.3% (5)
Reporting	0.0% (0)	0.0% (0)	0.0% (0)	16.7% (1)	83.3% (5)
Editing	0.0% (0)	0.0% (0)	16.7% (1)	16.7% (1)	66.6% (4)
Critical thinking	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (2)	66.6% (4)

and/or be able to do. It is worthwhile to note that all of these skill sets can be considered necessary for adequate preparation for the profession.

From the interview data, the participants exhibited the strongest agreement that writing and reporting skills were extremely important. They also were in strong agreement that critical thinking and editing were of high importance.

Survey data

Similarly, in the survey, educators were first asked what they believe is the one most important quality/skill/characteristic that they believe entry-level journalism students should possess in order to be adequately prepared for their careers.

Similar to the student replies, the most common predetermined skill set referenced was writing. Eleven out of 17 survey participants stressed writing; more specifically, six out of eight adjunct educators named writing as the one most imperative skill that

students demonstrate. However, whereas reporting skills ranked behind writing with student respondents, technological skills—particularly multimedia abilities—ranked second with educators. Four indicated this as most imperative for entry-level journalists. Three educator replies pertained to reporting skills, and editing and critical thinking each had one related reply.

Personality traits were also visible among educator respondents. Five responses indicated certain desirable behaviors that educators believe entry-level journalists should possess. Specifically, four mentioned curiosity in the world around them as most important.

The same chart used in the interviews was then shown to the survey respondents, and likewise, they too were asked to rate the importance of the aforementioned categories. Table 6 shows what skills educators who took the survey perceived as most important for students to know and/or be able to do. Similar to the interview data, educators who took the survey placed a premium on solid reporting and writing skills above all else. It differs, however, in that in their own words, educators identified technological skills as necessary. This contradicts the chart data visible in Table 6. Perhaps educators in this case study struggled in determining the degree of importance technology has in students' preparation and therefore how much it should be visible in the curriculum.

To recap, educator interviewees and survey respondents showed strongest agreement that writing and reporting skills are extremely important. Those who completed the survey also noted the importance of technology via their own words. This result for educators is consistent with the findings from the students' interview and

Table 6. Educator survey ratings of skill categories toward students' entry-level preparation for the journalism profession.

Educator Perceptions of Skill Importance from Survey Data % of sample (number of educators)					
	[1] Relatively unimportant	[2] Marginally important	[3] Fairly important	[4] Considerably important	[5] Extremely important
Technological	0.0% (0)	0.0% (0)	35.3% (6)	35.3% (6)	29.4% (5)
Writing	0.0% (0)	0.0% (0)	0.0% (0)	11.8% (2)	88.2% (15)
Reporting	0.0% (0)	0.0% (0)	0.0% (0)	23.5% (4)	76.5% (13)
Editing	0.0% (0)	5.9% (1)	23.5% (4)	47.1% (8)	23.5% (4)
Critical thinking	0.0% (0)	0.0% (0)	5.9% (1)	23.5% (4)	70.6% (12)

survey data. It also coincides with the findings from the study conducted in 2002 by Carolyn Lepre and Glen Bleske, where educators rated writing and reporting as the most important skills for students. It differs, though, in that educators in this dissertation study, unlike those surveyed in Lepre and Bleske's study, recognized interpersonal skills—specifically curiosity and self-sufficiency—as important too.

Second Question

The second research question directed toward educators asked them about other subjects outside of journalism that they believe students should (have) take(n) coursework in order to be prepared for the profession.

Interview data

Educators, like the student interviewees, provided numerous examples of coursework in various disciplines that they believe undergraduate journalism students should complete. In terms of frequency, two educators specifically mentioned political science courses as important supplemental coursework, and two educators expressed knowledge of gender studies as a way to augment students' programs of study. Other suggestions included marketing, business, economics, statistics, history, ethics, ethnic studies, general humanities, web design, and photography. For second-cycle focused codes, political science, marketing, business, economics, and statistics comprise social-science/business coursework. The next four—history, ethics, ethnic studies, and general humanities—along with gender studies create a humanities-based category, while web design and photography represent a technology-oriented code.

Half of the interviewees used the word "interest" in their responses to this question. In other words, three interviewees prefaced their replies by stipulating that outside coursework depends on students' personal interests. Nevertheless, all three then offered suggestions in certain disciplines. This could suggest that some educators are reticent to rank certain disciplines over others without empirical or anecdotal proof that coursework in said area(s) is beneficial to student preparation. This observation may help explain the fact that three interviewees (although not the same three) recommended coursework in areas that they either currently or formerly worked. Thus, their own experiences may have led them to suggest some of the outside coursework they did.

Also similar to the student interviewees, about half (21) of the total first-cycle in-vivo codes (48) were reasons why such coursework was perceived as beneficial for

students. However, educators differed in that none of their reasons were local explanations. Instead, they offered general explanations that were coded into three categories: for individual/student gain or understanding, for industry-related reasons, and for audience-centered purposes. For example, for individual/student gain or understanding, one educator said: "I think it's a good idea for journalists to at least minor in another field to give them some expertise in case they choose to specialize their writing or their career area." Another educator explained that journalism connects to all fields as an example of an industry-related reason for outside coursework.

> I think, uh, simply saying, 'I wanna be a journalist' is just the beginning for a student journalist. That's the first step. The second step is, 'OK, how can I apply journalism to different fields and different subjects?' Because journalism in and of itself is kind of an applied method. And so it needs to be applied to certain subject areas, and the beauty of journalism is the fact that it can be applied to so many areas, so many different areas of study and thought.

Finally, an educator used people, or entry-level students' eventual constituents, as an audience-centered purpose for coursework in gender studies. "You never know who you're gonna meet, especially in this kind of job. I mean, you're gonna meet all sorts of different types of people no matter where you're at." Thus, according to educators, entry-level journalists should be able to write *about* something to make them more informed and marketable.

Survey data

Figure 9 shows the subjects in which educators in this sample believe their students need supplemental coursework. The y-axis indicates the percentage of educators who selected that subject, and the x-axis identifies each discipline.

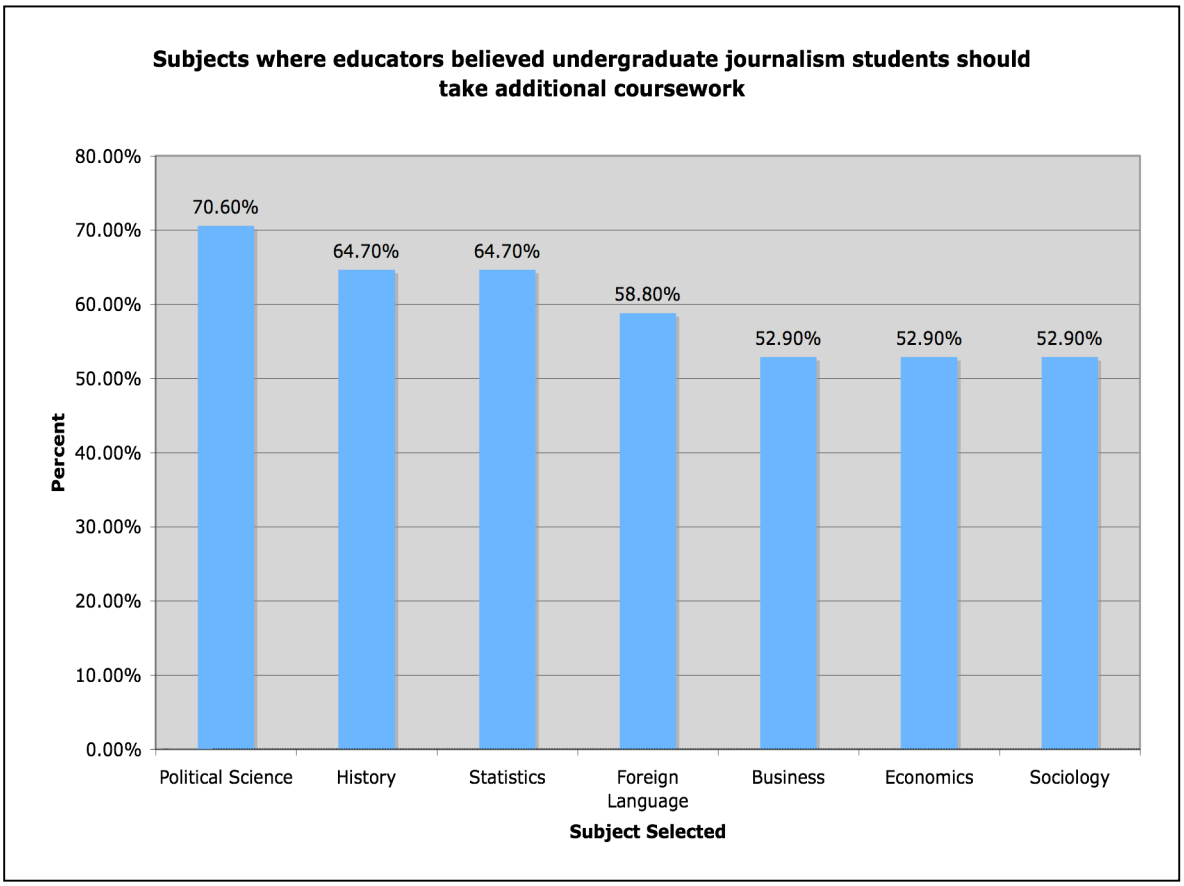

Figure 9. Subjects outside of journalism in which educators indicated their students should have coursework to complement the journalism curriculum.

All of the educators surveyed believed their students needed coursework outside of their journalism curriculum to adequately prepare them for their careers. More than 70 percent indicated that they believe they should have political science coursework incorporated into their programs of study in order to be prepared. Classes in history, statistics, foreign language, business, economics, and sociology comprised the subjects with the next highest percentages.

Recommendations for additional coursework in business came from adjuncts and tenured/tenure-track faculty. Graduate students collectively dismissed business as vital preparation outside journalism. While the data offered no particular reasons, one may

surmise that adjuncts—those who work in the journalism field and simultaneously teach journalism courses—and faculty (who likely maintain industry connections) detect a need for students to understand the business side of the profession in addition to its technical aspects.

Also noteworthy is that, unlike their educator peers, adjuncts did not indicate a need for entry-level journalists to have coursework in any hard sciences such as biology, chemistry, or physics. This is interesting given that research indicates that current journalists struggle when reporting science-heavy stories.[6] Again, the data included no explanation for this occurrence, but it may stem from the fact that the University of Utah exists within the Salt Lake Valley, and the university has numerous science scholars upon whom journalists can rely for accuracy and clarification.

Nevertheless, when comparing the interview and survey data, educators offered congruent suggestions for additional coursework beyond the journalism curriculum, as five disciplines—political science, history, statistics, business, and economics—were mentioned via both methods.

Third Question

The third research question directed toward educators asked them to consider what they think their students can do to better prepare themselves for their careers.

Interview data

Some common suggestions resulted in the educators' replies. For instance, two interviewees recommended students read more to keep themselves informed. From one educator: "I was always surprised by how little news journalism students were reading. If

they want to write, they need to know what's going on in the world and see how it's being written." Two others said students must continue to learn once they graduate and enter the industry. "They just have to be prepared to work hard and to keep learning, um, once they get there. Because it's such a changing environment." And two educators encouraged students to become more proactive in their education. One interviewee instructed students to avoid over-reliance on their advisors.

> Your advisor might be well aware of what's going on, but then again, your advisor might be of that old-school train of thought, which is, 'Oh well, you want to be a journalist? Well, then, you should write for a newspaper.' And so they're throwing these courses at you that are print-oriented. It doesn't make any sense anymore. And I think that students need to be proactive in thinking about, 'Well, if I really want to be a journalist, then I do need video production skills, and I do need, ya know, um, web skills, and I need online journalism skills, and of course, I need writing skills.

Beyond these similar suggestions, the educators differed in their recommendations to students. Some offered more personal qualities they think practitioners desire like having an open mind and being prepared to work hard, while others structured their replies around practical opportunities to apply skills. One interviewee said students should seek experiences outside the classroom and on a personal level to utilize their skill sets.

> Use your skills for fun. If you have family members that you think would have an interesting history, write about your family members. Apply your journalistic skills to maybe working on your family history. Or apply your journalism skills toward your personal blog. Practice makes perfect is certainly a truism in journalism. Ya know, the more you do it—and, of course, the feedback that you get—the more adept you can be at it.

Four second-cycle categories emerged from the 34 in-vivo codes that resulted from the aggregate replies. The desire to read, for example, became a part of the "Inform" category, which encompassed all information-gathering and processing suggestions. Other recommendations that comprised this category included joining professional organizations and seeking knowledge outside of the classroom. Other replies—in

addition to continuing to learn, having an open mind, being prepared to work hard, and being proactive—fit into the "Attitude" category. These personal qualities included continuing to push themselves, being accepting of diverse experiences, and not being afraid of the work load. The educator who mentioned the latter-most quality offered this explanation: "You're gonna have to be able to, ya know, do three different things at once, and you have to get them done correctly."

Moreover, the first part of that quote—doing three different things at once, or multitasking—represented an example of practical opportunities or experience, or "Experience/Praxis," the third category for educators' recommendations to students. In this case, multitasking is a more technical skill or ability, while, for instance, not being afraid is more of a character trait. This example, along with practicing skills on a personal level, using new technology as it becomes available, and acquiring video production skills, web skills, online journalism skills, and writing skills, comprised this second-cycle category. Finally, a fourth category, "Awareness," suggested that students should know or understand something. One educator suggested that students step completely outside their existing worlds in order to prepare them for their careers. Another encouraged students to pay attention to the profession. "I would tell students to take it upon yourself to truly understand the journalism industry."

Table 7 reveals specific in-vivo codes that comprised each category. In an effort to follow Roger Wimmer and Joseph Dominick's advice and keep the survey as concise as possible, this question was not asked of survey respondents.[7]

The next chapter explains the results of the data collected from journalism practitioners who work in the Salt Lake Valley media market.

Table 7. In-vivo (verbatim) codes from educator interviewees that suggest what students can do to better prepare themselves for their careers.

Educator Suggestions for Student Preparation from Interview Data

Inform	Attitude	Experience/Praxis	Awareness
• reading • joining professional organizations • seeking knowledge outside the classroom	• continuing to learn • having an open mind • being prepared to work hard • being proactive • continuing to push yourself • being accepting of diverse experiences • not being afraid of the work load	• multitasking • practicing skills on a personal level • using new technology as it becomes available • acquiring more skills: video, web/online, & writing	• stepping outside your [the student's] existing world • paying attention to the profession

Notes

[1] The four graduate students were labeled that way in text because they were graduate students (two Ph.D. students and two master's students) when they taught journalism courses in the Department of Communication between Spring 2007 and Fall 2010. Three of the four have since become tenure-track faculty members, and the other has returned to the industry. Titles (e.g., adjunct instructor, tenured faculty) did not matter in recruitment for educator interviewees; instead, the researcher looked for the number of journalism courses taught in conjunction with the number of times taught in order to determine whom to pursue to obtain the most informed educator opinions.

[2] A reminder was sent electronically 21 days after the original invitation to encourage those who had not yet completed the survey.

[3] J. Saldana, *The Coding Manual for Qualitative Researchers* (Thousand Oaks, CA: Sage Publications, Inc., 2010), 74. Saldana also explains that "In-Vivo Coding is appropriate for…studies that prioritize and honor the participant's voice" (p. 74).

[4] Ibid., 149, 156. Saldana said "the primary goal during Second Cycle coding, if needed, is to develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of First Cycle codes" (p. 149). Additionally, "in qualitative data analysis, some interpretive leeway is necessary—indeed, creativity is essential to achieve new and hopefully striking perspectives about the data" (p. 150).

[5] S. Kvale and S. Brinkmann, *InterViews: Learning the Craft of Qualitative Research Interviewing* (Thousand Oaks, CA: Sage Publications, Inc., 2009), 202-203.

[6] R. Reed and G. Walker, "Listening to Scientists and Journalists," *Nieman Reports* 56, no. 3 (2002): 45-46. Reed and Walker conducted a focus group with three journalists, three science writers/journalists, and three scientists in order to explore misconceptions and tensions between the journalism industry and science community. "Journalists sometimes forget their usual tools of the trade. They stop asking questions and reply uncritically on publicity releases. They avoid talking with scientists and resort to using stereotypical frameworks from past reporting experiences."

[7] R. Wimmer and J. Dominick, *Mass Media Research: An Introduction* (Belmont, CA: Thomson-Wadsworth, 2006), 183-185.

CHAPTER VII

PRACTITIONER PERCEPTION RESULTS

I created a database for practitioner interview and survey samples based on titles that connote authority such as news director or managing editor. Recommendations from my doctoral committee helped secure seven interviews with journalism professionals perceived as being able to provide the best expert opinion about skills and concepts imperative for the entry-level professional.

Inclusion of practitioners with broader titles such as assistant editor increased the number of potential participants for the survey data, and as a result, 27 practitioners who work in the Salt Lake Valley received an electronic invitation to complete it.

Background Information

Interview Data

Five journalism practitioners had backgrounds in the print sector, and the other two came from the broadcast side of the industry. All seven had been with their current media organization for at least eight years; at the other end of the spectrum, one interviewee has been with their media firm for 33 years.

Titles varied among the practitioners, but all either currently have or at one time had senior-level status within their respective organizations. To name a few titles held by these interviewees: senior reporter, news director, assistant managing editor, managing

editor, editor, and vice president for editorial and special projects. All have had experience working with students currently enrolled in or graduated from the journalism program at the University of Utah. However, a spectrum exists here too. In particular, one said he rarely worked with University of Utah journalism students at the moment but has had interns in the past; on the other hand, three indicated they were working with student interns at the time of data collection for this study.

Survey Data

Practitioners had a four-week window in which to complete the survey, and 10 out of 27 responded, which equates to a 37 percent response rate.[1] Nine of the 10 who replied categorized their journalism background as primarily print-based. Additionally, nine out of 10 indicated that they have worked for their current media organization for more than one year, with four of the nine having been employed at their respective firms for more than 10 years.

Practitioner respondents varied in how often they worked with students currently enrolled in and/or recently graduated from the journalism program at the University of Utah. Two said they never do; however, five indicated they work with students at least once or twice per month.

Results to Research Questions

First Question

The first research question directed toward practitioners asked them what journalism skills/concepts they think students need to know in order to competently enter the profession upon graduation.

Interview data

In the interviews, practitioners were first asked what they believe is the one most important quality/skill/characteristic that an entry-level journalism student should possess. When analyzed via in-vivo technique, where the investigator "refers to a word or short phrase from the actual language" of the participants, 83 codes emerged from the data.[2]

One obvious pattern emerged from this initial level of coding. Four of the seven interviewees named "curiosity" in their immediate response to the question as the quality they desire most in an entry-level journalist. Background affiliation did not matter; this reply came from one practitioner with television association, one with radio orientation, and two with print backgrounds. All four then continued in their responses to further qualify this desired quality, providing substantive definitions that encompassed other desirable skills and characteristics they value. Table 8 breaks down each interviewee's definition of curiosity, detailing what it entails for the entry-level journalist.

Two of the four practitioners who identified curiosity as imperative offered vivid examples of what a curious journalist does and thinks. From the first:

> We heard about this earthquake [off the coast of Japan in March 2011] and, ya know, on the surface, it's easy to report. Ya know, this is what happened; this was the magnitude; these are the villages that are affected, but, ya know, there are also people right as we speak that are looking at this and saying, 'What's this gonna mean in 10 years, ya know, to the economy in Japan? What's this gonna mean to, uh, ya know, the ecology?' Uh, we continue to have these earthquakes; we continue to have these tsunamis; we continue to have this crap washing into the oceans. And these villages are flattening, and there are people who are going to look at that on lots of layers.

The other practitioner shared a more local example of what questions a curious journalist must consider:

Table 8. In-vivo (verbatim) codes from practitioner interviewees that define "curiosity," a commonly identified quality that professionals value.

Practitioner Qualifications of "Curiosity"

Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4
• it involves some skepticism	• I don't mean world (ya know) international globe but just outside their [the reporter's] small sphere	• when they [the reporter] see the surface facts of a situation, they question those facts	• you don't accept anything at face value
• it comes from a commitment to the fact that truth is important in public discourse	• continually seeking out new points of view, new information, um new perspectives	• they're skeptical of the information and how the facts are being represented	• you don't accept anything at the first explanation
• that honest relations between people are beneficial to people and communities		• then wants to know why	• you always wanna know more
• there is a need for that kind of arbitrary "watch dog" for the state		• wants to go beneath the surface and tell the story behind the story	• you always wanna know not only what's happening but why it's happening and what it means

> What were the conditions that started that big fire out in Herriman [Utah] last summer [2010]? I mean, why did that get outta control? What—and those are the questions that you're asking in the middle of a breaking story. Ya know, it's sort of the questions that lead, and they can be kinda simple answers. And they can be like: What was the humidity? What was the wind like? What was the temperature? And why were those guys out there firing machine guns at a shooting range, ya know, when it was so dry, windy, and hot? Why did they feel like they had to do that? I want, ya know, I want a reporter who asks those questions cause, ya know, the fact that there's a fire raging out in Herriman, and that people are having to lose their homes or leave their homes, having to be evacuated from their homes, that's important, but ya know what? You [already] heard [that] at 10 o'clock on the news last night. We wanna know more.

Beyond curiosity, practitioners mentioned other particular skills and attributes more than once. Knowing how and wanting to tell a good story came from three of the seven interviewees. Asking the "right" questions along with being well-read, honest, creative, and skeptical each occurred twice among the seven replies. To further qualify what constitutes "right" questions, one practitioner explained that the journalist must ask open-ended questions, typically inquiries that begin with "what," "how," or "why," and be prepared to follow-up with their interviewee.

> When I interview someone, I only have a few little notes. I don't have a big list of, oh, I'm gonna ask this, this, this. I have a few things in mind. I think people go in with a list of 10 questions, and they stick right to those, and that's it. Ya know, well, that's fine and dandy, but what if they [the person being interviewed] give you an answer that's different than what you're looking for?

The other practitioner who identified asking the "right" questions as an imperative skill described the journalist as a liaison for their constituents who must "think of questions that they [the constituents] haven't thought of that they wish they had."

One practitioner said that, in terms of being well-read, the entry-level journalist reads several publications and "has a few favorite journalists that they follow." The other who mentioned this said that the journalist is just "more prepared for being able to do anything that's thrown at them" because "they have that context."

Of these seven skills, qualities, and/or characteristics frequently mentioned—being curious, honest, creative, skeptical, and well-read, and asking the "right" questions as well as knowing how and wanting to tell a good story—one can argue that the first four are more attitudes or qualities that one develops and exudes while on the job. The latter three are more specific skills valued among practitioners in this particular marketplace.

Those two second-cycle focused codes, along with a third—information collecting—represented a way of "reorganizing and reanalyzing data" where "data similarly (not necessarily exactly) coded are clustered together and reviewed to create tentative category names."[3] This third category was generated because about one-fourth of the in-vivo codes from the practitioners pertained to words related to information collecting such as asking, seeking, researching, reading, and knowing, which can be grouped together as a category that suggests that entry-level journalists must keep themselves informed. This category ties into a broader reporting skill set. From one interviewee:

> The best journalists I think are people who research a lot. They can't get enough information. They're never satisfied that they have all the information. They recognize that you can never have all the information, but they can never feel comfortable not having all of it.

Other attitudes or qualities mentioned in the interviews that comprised that category and have not already been discussed included being aggressive, empathetic, trustworthy, and motivated. Additional skills valued and placed in that respective category were solid writing, taking a boring story and making it interesting, looking for a story within the story, and removing reporter bias.

Then, based on Steinar Kvale and Svend Brinkmann's analysis strategy, the interview utilized a chart to have practitioners rate the importance of each of the following journalistic skills/concept categories: technological, reporting, writing, editing, and critical thinking.[4] Practitioners who took the survey also completed this chart, where they too were asked to rate the importance of these categories. Table 9 shows which skills practitioner interviewees perceived as most important for entry-level students to know

Table 9. Practitioner interviewee ratings of skill categories toward students' entry-level preparation for the journalism profession.

	Practitioner Perceptions of Skill Importance from Interview Data % of sample (number of practitioners)				
	[1] Relatively unimportant	[2] Marginally important	[3] Fairly important	[4] Considerably important	[5] Extremely important
Technological	0.0% (0)	14.2% (1)	42.9% (3)	42.9% (3)	0.0% (0)
Writing	0.0% (0)	0.0% (0)	0.0% (0)	14.2% (1)	85.8% (6)
Reporting	0.0% (0)	0.0% (0)	0.0% (0)	14.2% (1)	85.8% (6)
Editing	0.0% (0)	0.0% (0)	42.9% (3)	57.1% (4)	0.0% (0)
Critical thinking	0.0% (0)	0.0% (0)	14.2% (1)	28.7% (2)	57.1% (4)

and/or be able to do. It is worthwhile to note that all of these skill sets can be considered necessary for adequate preparation for the profession.

From the interview data, practitioners showed strongest agreement in the extreme importance of writing and reporting skills.

Survey data

Similarly, in the survey, practitioners were first asked what they believe is the one most important quality/skill/characteristic that they believe entry-level journalism students should possess in order to be adequately prepared for their careers.

The most common predetermined skill set referenced was writing; three replies pertained to sound writing ability. As it occurred with students' responses, reporting skills ranked behind writing, where two responses related to interviewing and researching ability. Only one practitioner reply mentioned components of critical thinking as most

imperative, but, in terms of predetermined categories, technological and editing skills were not mentioned.

Practitioners, like students and educators, also identified certain personality traits desirable among entry-level journalists. Three mentioned curiosity as most important, and the two other traits were intelligence and self-direction.

The same chart used in the interviews was then shown to the survey respondents, and likewise, they too were asked to rate the importance of the aforementioned categories. Table 10 shows what skills practitioners who took the survey perceived as most important for students to know and/or be able to do. It is worthwhile to note that via both methods, writing, reporting, and critical-thinking skill sets remained in the top-three in terms of perceived importance. This result for practitioners is overall consistent with the findings from the students' and educators' interview and survey data. It is also consistent with the findings in the following studies: Camille Kraeplin and Carrie Criado's convergence journalism curriculum study in 2005, Edgar Huang's (and additional authors) study in 2006 that connected journalism education with industry, and Shahira Fahmy's study in 2008 that explained practitioners' perceptions of important skills. The surveyed practitioners in all three studies identified reporting skills as most imperative for students.

Moreover, in this local case study, unlike the other skills, technological skills were not rated as "extremely important" by participants. That is not to say that technology-based skills are unimportant. However, like the practitioners referenced in the studies in the paragraph above, journalism professionals in the Salt Lake Valley demonstrate the strongest agreement about the high value of stellar writing and reporting skills for an

Table 10. Practitioner survey ratings of skill categories toward students' entry-level preparation for the journalism profession.

Practitioner Perceptions of Skill Importance from Survey Data % of sample (number of practitioners)					
	[1] Relatively unimportant	[2] Marginally important	[3] Fairly important	[4] Considerably important	[5] Extremely important
Technological	0.0% (0)	30.0% (3)	10.0% (1)	60.0% (6)	0.0% (0)
Writing	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (2)	80.0% (8)
Reporting	0.0% (0)	0.0% (0)	0.0% (0)	50.0% (5)	50.0% (5)
Editing	0.0% (0)	0.0% (0)	60.0% (6)	30.0% (3)	10.0% (1)
Critical thinking	0.0% (0)	0.0% (0)	10.0% (1)	40.0% (4)	50.0% (5)

entry-level journalist.

Diverging from current literature, local practitioners in this case study also noticeably value interpersonal skills, especially curiosity. Only practitioners included in Carolyn Lepre and Glen Bleske's study in 2005 identified interpersonal skills as important for entry-level journalists, but curiosity was not mentioned in any scholarly findings.

Second Question

The second research question directed toward practitioners asked them to consider in what other subjects outside of journalism that they believe students should (have) take(n) coursework in order to be prepared for the profession.

Interview data

Practitioners, like the educator and student interviewees, provided numerous examples of coursework in various disciplines that they believe undergraduate journalism students should complete; one even went as far as to refer to journalists as "students of life." However, in terms of frequency, one subject stood out from the rest: political science. Six of the seven interviewees specifically mentioned coursework in this field as important supplemental coursework. One interviewee qualified what they meant: "Knowing how government works; knowing how legislation, proposed legislation, becomes a law. I mean knowing how that process works." Interviewees' global reasons indicate why they believe knowledge in this discipline is so vital, as one explained that everything intersects with politics, and another simply stated that the world is political.

Other disciplines were commonly mentioned as well. Two practitioners said a command of the English language was important; two recommended courses in literature; two expressed knowledge of international studies or foreign policy as beneficial to students' journalism programs of study. For second-cycle focused codes, English and literature were categorized as humanities-based coursework along with these suggestions practitioners made: interpersonal communication, ethics, diversity, and history. A technical category was created to encompass business and science-related coursework recommendations, such as statistics, basic science like biology, chemistry and/or physics, computer science, business, micro/macro economics, and accounting. Political science and international studies/foreign policy represented social science coursework, a third second-cycle code, along with geography and a current-events-based course. For that final recommendation, the practitioner named *The New Yorker*, *The National Review*, and

Scientific American as "periodicals that go a little deeper from both sides of the political spectrum" that students should read and analyze. In a hypothetical currents-events course like this, the practitioner contended, students would be "learning a lot about journalism and, for example, magazine technique," and it would give students "incredible background knowledge."

In spite of these many suggestions for outside coursework, the practitioners generally supported the notion of specialized coursework. One interviewee acutely stated the benefit: "I think you'll find more opportunities, career opportunities in specialized journalism than in general journalism. Be a little bit of an expert in everything, or be a real expert in something." From another practitioner: "I feel like whatever it is—get something on the side, and get into it. Learn…learn about it, and it could make you a more valuable prospect to the publication that you're hoping to get hired by."

Also similar to the student and educator interviewees, the practitioners provided reasons why such coursework was perceived as beneficial for students. About 20 percent (10) of the total first-cycle in-vivo codes (48) offered explanation. Two categories emerged: for individual/student gain or understanding or for global purposes. For example, for the former category, one practitioner said: "If you don't know how to…to get by on the computer…and utilize the technologies available, you're gonna struggle, especially today." This pertains to student gain resulting from technological familiarity. Another practitioner explained that students should take a course on foreign policy because "not every country in the world is structured or is culturally like the United States."

Survey data

Figure 10 shows the subjects where practitioners in this sample believe students need supplemental coursework. The y-axis indicates the percentage of practitioners who selected that subject, and the x-axis identifies each discipline.

All of the practitioners surveyed believed students needed coursework outside of their journalism curriculum to adequately prepare them for their careers. Eighty percent indicated that they believe students should have political science and history coursework incorporated into their programs of study in order to be prepared. Classes in economics, business, and foreign language comprised the subjects with the next highest percentages.

It is noteworthy that those in the profession for one to 10 years recommended foreign language more than those who have spent more time in the industry. From one survey response: "In the Utah market, the ability to speak Spanish is extremely helpful." This recommendation may stem from the 2010 census data that reveals that the percentage of Salt Lake City residents who speak English as a second language rose from 2006-2010 to 27.5 percent.[5]

Therefore, when comparing the interview and survey data, practitioners offered congruent suggestions for additional coursework outside journalism that students should take. Four disciplines—history, political science, economics, and business—were mentioned via both methods, with political science, particularly governmental process, receiving frequent mention.

Third Question

In speaking about students who approach them for an internship or an entry-level job, one practitioner said:

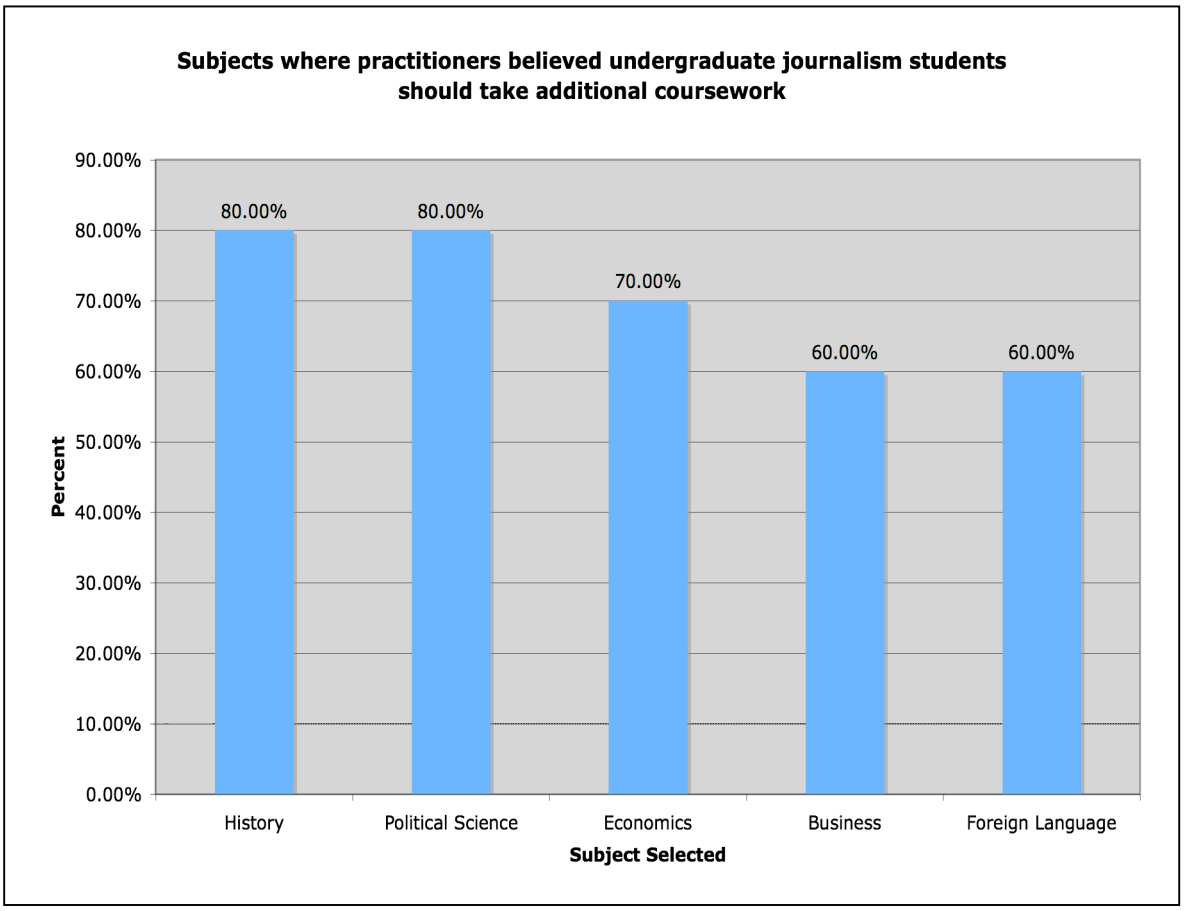

Figure 10. Subjects outside of journalism in which current practitioners indicated that entry-level students should have coursework to complement the journalism curriculum.

> I would say—nine times out of 10—I say to myself about [recently graduated students seeking a job]: 'What the hell did they teach you for the last four years?' They do not have the basic reporting skills. They don't. A lot of sentence fragments, misspellings, can't grasp concepts, typos, no concept of AP Style…They don't seem to know how to write a 500-word article. They'll give me 250 words. Ya know, I'm getting to the point where I would rather have an older person with no journalism skills—older as in over 25 [years old]. With no journalism skills [but with] basic command of English to train than a journalism grad.

Granted, not all of the practitioners interviewed offered such strong sentiments. However, all seven did have some ideas for educator emphasis and/or enhancement within the existent curriculum. Thus, the third research question directed toward practitioners asked

what they think journalism educators can do to better prepare undergraduate journalism students for their careers.

Interview data

Interestingly, only one of the seven interviewees mentioned something specific that educators can do for *themselves* in order to help their students: never stop learning.

> If you haven't thought about what's going on; if you haven't gotten up to speed on what's going on technologically—or even in terms of sociologically—what's going on in the world, your students are probably gonna look at you and go, 'He doesn't know anything. What's he doing? What's he teaching me for?' So I really believe it's a matter of educators continuing to educate themselves.

This quote resonates with scholar Timothy Bajkiewicz's research on postsecondary convergence journalism education.[6] In his book chapter, Bajkiewicz noted that "more than half of journalism professors had not taught a course in the last five years that required skills outside of their own expertise, and only half feel technologically ready" to teach the skills required of entry-level reporters.[7]

Practitioners proceeded to explain what educators must do *for their students* in order to augment student preparation for the profession. Six of the seven stressed that students must have more practical opportunities to apply their skills. One practitioner said that they were impressed by an aspiring journalist "who had a broader worldview and a range of experience beyond just what they've done with homework." Another interviewee explained that "the [student applicants] we interviewed, um, they've taken the classes. They know how to write in the AP Style, and, ya know, to use the things you've read in books, but they don't have a good feel for real life." Other responses in this regard instruct educators to encourage their students to pursue a second internship, to "go out

and interview people," and to promote their work through social media like Twitter, Facebook, and/or a personal blog.

However, some of these suggestions require students to possess intrinsic motivation and desire, and educators cannot necessarily teach those personal qualities. They can, though, mimic "real life" in the classroom, as some practitioners suggested. "Place them in as real-life a situation as you can. In other words, have them write, have them report, and place them in ethical quandaries." Another interviewee explained how they might hypothetically approach their own classroom setting:

> I would spend a lot of time in exercises. Um, role playing, uh, breaking them out into groups [where] two people are the reporters [and] two people are the story. [Also,] one-on-one interviewing of each other. All those hands-on skills that they literally do over and over again until it's second nature to them.

Emphasis of certain skills categorized into writing, reporting, editing, critical thinking, and technology-oriented comprised the majority (25 of 46) of the first-cycle in-vivo codes. In fact, six of the seven practitioners spoke about the importance of writing that educators must emphasize with their students. Practitioners believe that entry-level journalists must have better writing skills. Five of the six who mentioned this point recommended students write a lot or "as much as they possibly can" as a means to improve. However, one qualified their reply by saying that educators should pose writing exercises that are more challenging.

> I've seen some that, ya know, they interview their friend about an issue, or they, ya know, just [cover] some really light university topic, which is great in the beginning, but maybe push them to take a more complicated issue in the Valley and really work on their writing skills.

This practitioner then further explained what they meant by "a more complicated issue": "controversial with multiple sides or just basically some issue that, um, is either at the

municipal level or the state level that gets them to understand how…how government operates."

On the other hand, only one practitioner referenced editing skills, saying only that students need fundamental abilities, and two mentioned technology-oriented skills as vital for educators to emphasize in the curriculum. For technology, one practitioner acknowledged that "technology's always going to be changing the way that we tell the story," and the other said that students need to "know all of those convergence things." This suggests that, while important, technology-oriented skills are not as imperative for educators to develop within their students due to constant change as compared to writing skills. To that end, from one practitioner: "I don't care if you can do five different kinds of Final Cut Pro on your Macbook, cause we only have one, and you can learn it in a week, and we'll teach it to you. And we'll even pay you while we teach it to you."

Four of the seven practitioners spoke about the importance of reporting skills such as how to interview people and "how to dig out a story" that educators must stress with their students. Three referenced critical-thinking skills that included approaching every story as objectively as possible and understanding media law and ethics. One practitioner explained why they believe law and ethics must remain a staple of the curriculum: "It's timeless. It doesn't change with technology; well, it does change with technology in the sense that there's new ways to get information, but it doesn't…the basics of libel and privacy don't change."

That word—basics—along with "fundamental" appeared often within the interview transcripts. In fact, four of the seven said either of these at least once in their replies to this question, which suggests that practitioners want educators to focus their curricular

efforts more in this capacity. They also want educators to do so with more authority, with practitioners encouraging journalism instructors to "be critical," "demand excellence," and to return students' written work to them "with the red pen all over it." In other words, focus on the fundamentals, and do it by providing ample feedback. And push students out the door so they can apply these fundamental skills in public.

In an effort to follow Roger Wimmer and Joseph Dominick's advice and keep the survey as concise as possible, this question about what educators can do to better prepare their students was not asked of survey respondents.

Fourth Question

The fourth research question directed toward practitioners asked them what they think students can do to better prepare themselves for their careers.

Interview data

Five of the seven practitioners stressed that students must read to keep themselves informed. From one interviewee: "They need to read a lot, and they need to read newspapers of all kinds a lot. They should pick up the local paper…[to] get a feel for that." Another practitioner echoed this sentiment. "They need to become good readers. I think they need to become as knowledgeable as they can about as many things as they can." A third interviewee explained why this becomes so important.

> I have people come in for the [job] interview. I'll say, 'Well, what are you reading? What books do you read? What magazines do you read?' And sometimes, they have absolutely nothing to tell me. They have nothing on their mind. And I ask them, 'Why do you wanna work here? Why would you like to work for [this publication]? Are there any particular stories in our paper that you like?' But they don't have any specific…they don't even know enough about the paper to mention one column that they read.

Beyond that overt similarity, the practitioners varied in their suggestions to students. Some focused their responses on personal qualities like having a good attitude and a willingness to work hard, while others structured their replies around information gathering and processing. From one practitioner: "Everybody's got something they're passionate about. I wanna see that on your résumé. Something that says to me you have a capacity to delve into something deeply and to master that." Another practitioner used a professional anecdote—specifically Richard Engle's rise to international correspondent at NBC—to demonstrate their point.

> A few years ago, he wanted to get into journalism, and he knew that, and he really wanted to be a foreign correspondent. I have no idea why; it doesn't matter. But he took it upon himself to go out and learn Arabic. He learned how to speak, uh, a lot of the Arabic languages. I think he can speak, um, Egyptian; I think he can speak Iranian. He became very versed in foreign languages. Then he went to NBC, and he said, 'You need somebody in the Middle East.' Guess what? Here's a guy—[an] American born and bred journalist—who has those skills. He was ahead of the curve. He said, 'What's gonna separate me from 200 other people who have worked in some, ya know, local newspaper [or] news television operation? What's gonna separate me from all of that?'

Four second-cycle categories emerged from the 52 in-vivo codes that resulted from the aggregate replies. The desire to read and the capacity to "delve into something deeply," for example, became a part of the "Inform" category, which encompassed all information gathering and processing suggestions. Other recommendations that comprised this category included listening to the radio, exposing themselves to great journalists, finding some passionate interests, and having a native curiosity. Other replies that fit into the "Attitude" category, or personal qualities, included continuing to learn, being honest, having an opinion, being an interesting person, and losing their "snobbery." For this final quality, the practitioner who mentioned it suggested that students pursue local opportunities instead of higher-profile firms in order to enter the profession better

prepared. “If they are lucky enough to get an internship at the *Wall Street Journal*, do ya know what they’ll be doing? Making coffee.”

Practical opportunities or experience, or “Experience/Praxis,” became a third category for practitioners’ recommendations to students. Writing as much as they can, becoming a self-editor, improving their speed in producing stories, composing stories for multimedia platforms, and traveling outside of Utah and even the U.S. were examples interviewees gave in this regard. Finally, a fourth category, “Awareness,” became pronounced in the data that said that students should know or understand something. One practitioner explained that students must “realize that it [journalism] can be challenging; it can be difficult. I think a lot of people get into…I went into it because I thought it was going to be really fun—which it is—but it’s also work.” Other ideas within this category included knowing the names of people who are doing good work in the fields that interest them, knowing the paper where they want to work inside and out, and seeking experiences outside their personal comfort zone because “they’re getting that extra experience of ‘Wow! This is how a different [culture] lives.’”

Table 11 reveals specific in-vivo codes that comprised each category. In an effort to follow Roger Wimmer and Joseph Dominick’s advice and keep the survey as concise as possible, this question about what students can do to better prepare themselves was not posed to survey respondents.

Direct Observations

Recently graduated University of Utah journalism students employed at local media organizations were sought to comprise the sample for direct observations. These students have graduated within the past five years, and they currently work at media organizations

Table 11. In-vivo (verbatim) codes from practitioner interviewees that suggest what students can do to better prepare themselves for their careers.

Practitioner Suggestions for Student Preparation from Interview Data

Inform	Attitude	Experience/Praxis	Awareness
• reading • digging into something deeply • listening to the radio • exposing yourself to great journalists • finding some passionate interests • having a native curiosity	• having a good attitude • willingness to work hard • continuing to learn • being honest • having an opinion • being an interesting person • losing their "snobbery"	• writing as much as you can • becoming a self-editor • improving their speed in producing stories • composing stories for multimedia platforms • traveling outside of Utah and even the U.S.	• realizing that journalism can be difficult • knowing the names of people who do good work in field that interest you • knowing the paper/place you want to work inside and out • seeking experiences outside your comfort zone

included in either the Utah Press Association or Utah Broadcasters Association membership lists. They agreed to have their names visible in the text. The four narratives that ensue depict what skills and knowledge these former students (and now entry-level journalists) typically use throughout their shifts. They have been composed in first person from my vantage point.

ABC4 Assignment Editor

I arrive at ABC4 shortly before 2:30 p.m. on Saturday, March 26, 2011.[8] The full-time assignment editor greets me in the parking lot, and we enter the station. She works

eight-hour shifts every Wednesday through Sunday, and she makes about $28,000 per year for what she does at the station.

She gives me a tour of the studio, control room, and newsroom, and then we settle at the assignment desk. At first, she checks her personal news sources—e-mail inbox, Facebook page, and Twitter account—before she opens the Electronic News Production System (ENPS) on her computer. This program organizes story content and allows her to routinely and easily update it as developments become available. It also indicates which reporters and videographers have been assigned to certain stories. As she sifts through the existing material, she confers with her colleague, the assignment editor whose shift is about to end, and learns of everybody's whereabouts.

By 3:00, it is just she and I at the assignment desk, and the technology available to us is plentiful. Eight scanners, each set to different frequencies, sporadically spout information about the events in and around the viewing area. Eight computers also exist; at the moment, she utilizes five of them. And off to the side but still within the confines of the desk, four television sets are strategically programmed to the other station channels.[9] She wants to investigate possible stories for the upcoming newscasts at 5:00 and 10:00.

She initially checks for information from the Valley Emergency Communication Center (VECC), a program that discloses the vehicular activity and location of police cars and ambulances, and the Public Information Officer (PIO), a program that summarizes the audible information coming from the scanners. Both of these programs are password-protected and only available to professional media outlets like ABC4. They also use jargon in some instances; for example, with VECC, I learn that a "27E" (or 27-Echo)

means that somebody has died in a shooting. However, she also uses Twitter and other local news sites such as KUTV, KSL, and Fox to discover story ideas to pursue.

This insatiable search for information continues until just before 5:00. In that time, she fields incoming calls, finds additional story details via the aforementioned sites and/or programs, and communicates her newly acquired information with her reporters and videographers. Specifically, she sends her updates via ENPS; all station employees have electronic access to it. Basically, her process entails: first discovering or learning about a story, deciding to cover it or ignore it, assigning a reporter and videographer to pursue it if necessary, and updating the story details as more information becomes available.

Once the local newscasts begin at 5:00, she takes copious notes on a yellow Post-It pad, specifically jotting the story order (or stacking) for each station's newscast.

At 5:30, she receives a phone call about some ducks that have been allegedly butchered in Ogden, Utah, by a few teenagers, but by 5:47, she confirms that this story lead was, in fact, false.[10] The teens were just fishing.

Shortly after that, she receives word about a possible bomb threat at the Bureau of Land Management (BLM) in Kanab, Utah.[11] As she investigates the legitimacy of this story lead, she tells me that one in her position has to have an insatiable curiosity to thoroughly explore all leads and "nuggets" of news—even if the story angle bores you or seems ludicrous. To that end, she represents a significant gatekeeper in daily broadcast news production. She explains that the station always covers anything fatal—but not suicide. Shootings and stabbings (especially if it is a "27E") usually represent the biggest

stories, but beyond that, she exercises her own editorial judgment to determine what comprises the newscast.

Horseshoe Mountain incident

One particularly vivid example of her judgment in the moment occurs at almost exactly 4:00 p.m., when she sees a tweet from a colleague (and competitor) at the local Fox station. It includes the county where an avalanche has occurred at Horseshoe Mountain outside of Mount Pleasant, Utah, burying some skiers.[12] She immediately calls the PIO contact (typically the county sheriff) to verify her colleague's tweet and gather additional information. She does not contact her colleague because, as I discover, other stations do not share details with each other. While on the phone, she asks the PIO the following: Where exactly did it occur? How long ago did it happen? How many skiers were involved? Were there any injuries?

She reveals that two skiers were involved, but the PIO contact does not know the severity of their injuries. She wants to pursue the story, but it is after 4:00, and the reporter and videographer need to get to Mount Pleasant, which is about a two-hour drive one way from Salt Lake City. Moreover, the PIO contact refuses to "go live" for the upcoming newscast, so, ultimately, she cannot do much with this story for the 5:00 newscast. The contact's aversion to talking while on-air plus the physical distance prevents much coverage beyond that of a "reader," or a 15-to-20-second story that the anchor reads without the aid of video or audio content.

Every other station, though, has this event as their top story for their respective 5:00 newscasts, so she decides to stay with it, sending a reporter and a videographer to Horseshoe Mountain to get a live report for the 10:00 news later that night.

Interestingly, I notice that she tries to confirm the details before she moves forward with any story. For instance, rather than just act on her colleague's tweet, she called the PIO contact to ensure she had accurate information. Her colleague at the Fox station has a web story available at 4:14, less than a quarter-hour after she first saw the initial tweet. KSL has a similar story of its own by 4:53. She writes her story about this event for ABC4's site during the 5:00 newscasts.

This epitomizes the time versus accuracy dilemma evident in journalistic news production today. Both Fox and KSL had some congruent details: The avalanche happened late in the morning, and there were two skiers involved. However, they also differed in their online content. Fox said "several skiers are injured" and that "the group of up to seven" triggered the avalanche. Additionally, "two skiers were buried but have been accounted for."[13] On the other hand, KSL reported that "two skiers [were] injured" and that they triggered the avalanche; however, "it will take 'hours' before they are safely pulled off the mountain."[14]

From 6:00-7:30, her duties rotate around checking for new story ideas and updating the events at Horseshoe Mountain for her staff. She checks with other sources and immediately calls her reporter and videographer en route and reports what she knows. For example, the Red Cross submits a press release, explaining that it will provide assistance to the victims and their families, so she calls the contact person listed in the release to find out what they know—if anything. She also needs to set up the satellite for her reporter so he can report live from the area during the 10:00 newscast.

The reporter calls to announce they have arrived on location at 8:38, as she has begun to type her end-of-shift notes. She and I watch Fox news at 9:00 to see what is said

about the event and whom the reporter interviewed. Interestingly, the same PIO contact who refused earlier to talk about the event live for ABC4 has appeared on Fox. She again takes notes.

The last hour of her shift results in myriad "nuggets" of news: The possible BLM bomb threat turns out to be a false alarm. She receives a lead about a "manhunt" in Cottonwood Heights, Utah, where police were searching for four people for unclear reasons.[15] A possible fire ravages Payson, Utah, while a possible earthquake shocks Orem, a city south of Salt Lake.[16] (Both proved to be false leads.)

I was quite exhausted after observing her in her role. It is tiring to be at the mercy of the events around you—real and fabricated. Every time some detail emerged, it was her job to look into it and see if it developed into something big—like the avalanche and subsequent rescue at Horseshoe Mountain—or if it resulted in a false alarm—such as the butchered ducks in Ogden and the bomb threat in Kanab. I saw a significant amount of reporting and judgment skills utilized in this position. Outside of her initial studio tour, I never again stepped onto the studio floor or touched any production equipment in my eight hours there.

KUTV2 Studio Operator

I arrive at KUTV2 station (the CBS affiliate) at 2:00 p.m. on Friday, April 1, 2011, to observe a studio operator's nine-hour shift. He is part-time staff, where he earns an hourly rate of $10 per hour for his work. He says he typically works about two or three days per week, and given the duration of his shift, he therefore makes about $90 each day, or between $720-$1,080 every month. However, he tells me that he is not allowed to work during "sweeps" months, i.e., February, May, July, or November, because "they

need their 'A' team" during those critical months when stations compete with each other for viewership, ratings, and ultimately revenue.[17] In fact, he mentions that this station does not allow any part-time staff during "sweeps" months—unless somebody calls in sick.

He describes his own role at the station as doing "three hours of work in a nine-hour shift." One of his coworkers jokingly tells me they "don't do anything a trained monkey couldn't do." But it is a highly technical role, and it requires a surprisingly high amount of human interaction too—particularly when dealing with anchor personalities and reporter demands. He explains that sometimes he feels like a "high-school guidance counselor" when he deals with everybody's personality idiosyncrasies.

Nevertheless, he appears very confident in his knowledge of the studio equipment. He knows where to find everything, and he can make adjustments at a moment's notice as necessary. I suspect this results from the rather mundane "rinse and repeat" evident in his job. And it is *a lot* of repetition before, during, and immediately after each newscast.

In the first three hours of his shift and leading up to the 5:00 newscast, he says that he remains "on standby." In other words, he must be able to help at a moment's notice for any news-related need. Sometimes, he has to edit a video package. Other times, like today, he has to assist with a live, in-studio interview with the co-owner of Real Salt Lake, the local Major League Soccer team.

He sets the camera shots, putting camera #3 on a two-shot and camera #1 and #2 on the individuals—one on the reporter and one on the interviewee.[18] He also adjusts the studio lights and measures their intensity with a handheld device, which basically tells him whether or not the illuminated subject(s) will be overexposed. He also checks the

output levels of the microphones before he dons the floor-director headset. As the floor director, he serves as the liaison between the control room crew and the studio anchors. Specifically, he has to relay cues and instructions from the personnel recording the interview to the reporter conducting it.

Once the interview concludes at 4:28, he has to re-arrange the studio again for the upcoming newscast, adjusting camera shots, television monitors, overhead lights, and anchor microphones. One additional responsibility requires him to set up another camera exclusively for the weather anchor during the newscast. This means he must understand the technicalities for field equipment such as how to white-balance, adjust iris/aperture setting, and critically focus. Moreover, about 20 minutes before the newscast begins, he receives and reviews the rundown, "looking for stressful moves and creating a roadmap for the show." He needs to know when it might get difficult and/or tricky for him to communicate.

During the newscast, he regularly uses jargon commonly associated with broadcast news production: lead, tag, standby, cue, iris up, etc. The only stressful moment that I observe in this newscast occurs during the weather segment, when he has to quickly re-adjust the camera on the anchor because somebody bumped it, affecting the resultant shot. Otherwise, it went well. Even if more mistakes had occurred, though, he would not have had much time to dwell on them, as he receives his rundown for the 6:00 newscast almost immediately after the 5:00 program concludes.

This show airs without any hiccups, and then we rinse and repeat one more time for the 7:00 newscast for KMYU in St. George, Utah.[19] In this particular show, I notice that he tells the anchors that we have become "tight," that is, we were behind schedule as

originally noted in the rundown. To address that, the director in the control room and he quickly discuss what stories to omit in order to absorb the time difference. (I was given my own headset so I could listen to the cross conversations.) I admire his ability to efficiently think on his feet and relay the decisions to the anchors. Indeed, although it may sound cliché, he really is the glue that holds everything together in this circumstance.

He has a two-hour dinner break before he returns to the station in order to pre-record the weather segment for the network's "Roughin' It Outdoors" program. Again, he assumes the role of the floor director, and once he finishes, it is about 9:40 and time to prepare for the 10:00 news.

First, he sets up the background light outdoors. This creates an aesthetic backdrop visible behind the anchors during the show. Like the preceding newscasts, he receives his rundown, reviews it, and grabs the floor director's headset for the sixth time this night. Once we reach the sports segment, I hear about a more serious error: There is no video for any of the sports-related stories! A technological glitch has occurred. I observe him initially panic but quickly recover once the director gives some instructions. In this instance, contrary to the time issue in the earlier newscast, he has to just listen to instructions and relay them; there is no opportunity to discuss options. Finally, he has to review the rundown during the final commercial break for the "Talkin' Sports" program that immediately follows the 10:00 news. This adds another stressful element to the moment.

It seems like news generators—e.g., reporters, assignment editors, etc.—have a different skill set at play than news producers—e.g., technical crew. Perhaps it is helpful

for a student to know or at least have an inkling in advance of what he/she wants to do in the industry? Or at least an idea of where he/she wants to situate him-herself? Then one can gravitate toward coursework more specific to that detail. Still, in conversation with me, he said that he actually recommends students aim for a more "well-rounded education" because even as technical staff, one still needs to know what others do in order to appreciate their contribution. To that end, he continued to say that even though his job did not require it today, sometimes he is asked to write and/or edit material for some of the newscasts.

City Weekly Videographer/Photographer

I meet the videographer/photographer at his apartment at 8:00 p.m. on Tuesday, April 5, 2011, and I drive us to DF Dance Studio in Salt Lake City, where he is going to cover a story about salsa dancing for *City Weekly* (an independent, alternative newsweekly).[20] He explains that he actually works on several stories at the same time. Today, for instance, even though I will shadow him for only this particular story assignment, he had been working on an altogether different story throughout the day. Every week, he produces two or three stories for *City Weekly*. He interviews people, captures video, shoots pictures, and edits the content. He mentions that he does not do much news writing, although he does maintain a blog for this publication. In addition to his journalistic duties, he also generates a marketing video for the publication two-to-three times per month. He cites his breakdown as 85-percent editorial and 15-percent marketing/advertising.

As soon as we arrive, he sets up his camera and tripod to prepare for an interview with the salsa dancing instructor and studio director. I notice that he has a notebook and

pen with him, and he initially asks questions to reiterate information he already knows: "What's the name of the course? What title do you officially use? Remind me how to spell your name."

She sits on a stool in the middle of a vacant dance studio, but I can see her from at least three different angles because full-length mirrors line the perimeter of the studio. He then strategically stands adjacent to the camera so that she looks at him—and not into the camera—to answer his questions, which are mostly open-ended: "What is salsa? Is it difficult to learn? Whom do you teach? Novices? I understand that there are different styles [of salsa]…how do they differ? How do I see the difference? Do you focus on one type? What are the benefits of dancing? What do you say to encourage participation? What keeps you going as a business? Anything else you'd like to add? Where can I go for more information?"

Once he concludes this interview, he almost immediately begins his next conversation with the salsa and bachata instructor. She sits on the same stool as the studio director, so to record a different vantage point, he moves the camera. Just like the previous interview, he chooses not to stand directly behind the camera but instead directly next to it. He asks fewer questions this time, and they are slightly different than those he asked of studio director: "What separates salsa from other forms? What brought you to instructing? Can you talk about the challenges you face? Or just the process of how to teach this? What rewards do you gain from teaching? Performing? Anything else you'd like to add?"

So, within the first 30 minutes of our arrival, he has conducted two interviews. But we have no time to discuss them, as the salsa class has already started in the studio next to us. We quickly change venues.

"Six, seven, and a one!" the studio director says in rhythm before she gives further instruction. I hear this cadence countless times as I take copious notes; it sticks in my head like a catchy song overplayed on the radio.

"Six, seven, and a one!" But he seems oblivious to it. Indeed, he just jumps right into it, but this time, he detaches the camera from the tripod because he wants to snap some pictures right away.

I notice that he has absolutely no fear to insert himself among the dancers. He gets right in the middle of them; at one point, he is about a foot away from one couple, taking pictures of their footwork. Upon his return to his equipment, he tells me that he got about 50 pictures and plans to show the step-by-step motion of the dance in his final, edited product. Then he grabs his tripod and resumes his position on the dance floor. "Six, seven, and a one!" On a few occasions, I see him adopt his own dance moves—a unique Texas two-step—to avoid a collision with the dancers. But he successfully avoids any contact with the participants throughout the duration of the class.

He alternates between pictures and video until the class ends at 9:30. Also, he varies his shot selection: At one point, he takes pictures facing the wall-to-wall mirrors in the studio. He also switches camera lenses. The first one catches tighter shots of footwork, he explains, but he later opts for wider shots of the entire group of participants. "Six, seven, and a one!" The idea, he says, is to have more content than he could possibly need for when he starts to visually edit this material into the resultant story. (He says he typically

uses Adobe Premiere Pro, which mirrors Final Cut Pro, except that it offers better text interface for titles and name supers, or the graphics superimposed over the video.)

As the dancers start to disperse, he unabashedly pulls one participant aside and asks him if he can interview him. Actually, he persuades him: "Could I ask you just three questions on video?" The participant reluctantly agrees, so he begins the interview, although he asks more than three questions! "What got you into dancing? When did you start taking classes? What do you like about it? What challenges you? What's been your most humorous moment when you started to learn to dance? Anything else you'd like to add?"

This was a much more laid-back observational experience. It was, in fact, a fun story, and it was not nearly as stressful as those pertaining to hard-news. "Six, seven, and a one!"

KUER Reporter

I meet the radio reporter outside of Squatters Pub Brewery in downtown Salt Lake City at 10:30 a.m. on Thursday, April 14, 2011. She is a part-time reporter for KUER, the NPR radio affiliate for this area.[21] She received a story assignment the previous night from her supervisor to cover the dedication of Salt Lake City's first bike corral.[22] Right away, she introduces herself to the bicycle/pedestrian program assistant for Salt Lake City Transportation Division, who is already there and ready to greet parties interested in this occasion.

Once they exchange formalities, she sets up her Marantz recorder, connects the XLR cable to the omnidirectional microphone, and attaches her headphones. She tells me that she would have preferred to use a directional microphone instead; however, she says

she does not have a choice in the equipment she uses.[23] In other words, she has to make the most of what she has available to her.

Nevertheless, she begins the interview with the program assistant: "Please state your name and title. What is the bike corral program? When is the [parking] stall taken down? Are we seeing an increase in bike-friendly tactics? Where else can we expect to see these? In the pilot program, were people using them? Anything else you'd like to add?" The entire interview—from equipment setup to the final question—lasts about nine minutes.

At about 10:45, approximately 15 minutes before the official dedication, a representative from the Salt Lake City mayor's office arrives, and she barges through the growing mass of reporters to introduce herself. After a brief exchange, though, a videographer from ABC4 usurps the conversation, so she shifts away—only to meet the bicycle/pedestrian coordinator for Salt Lake City.

At this point, we still have 10 minutes before the mayor is expected to arrive, so she takes advantage of this opportunity to conduct another interview with the coordinator. Coincidentally, the wind starts to gust as she assembles her equipment, and I notice that she frequently checks her audio levels throughout the interview and particularly during big gusts: "What does this program give to Salt Lake City? Are we seeing lots of people parking in front of businesses—is that what required this change? Where else are these racks going? Have you seen positive reactions to this program? Any cost to businesses to adopt this program? Anything else you'd like to add?"

The mayor arrives precisely at 11:01—on a bike—as the reporter is talking with a friendly KCPW reporter. At that moment, I also notice media representation from KSL

(the NBC affiliate in Salt Lake City) and *City Weekly* (an independent, alternative newsweekly). Once the mayor dismounts from his bike, the media swarm him. "I should've brought my camera!" she laments. "I guess I could use my iPhone." Interestingly, she is thinking about visual detail in spite of reporting for a radio outlet. Perhaps a testament to convergence and the paradigm of multiplatform presentation of news?

With all the media present, plus the gusty winds and now frozen precipitation falling from the sky, she repositions herself three times to get the best possible audio for the mayor's formal dedication statement. "I should've brought my gloves," she says. It is the middle of April, but it is teeth-chattering cold outside where we are.

As she settles, the mayor begins his speech, but no more than two sentences into it, a videographer from a broadcast outlet cuts right in front of her, blocking her clear line of audio input. She adjusts quickly to maintain solid quality, monitoring her levels as she moves.

Once the mayor finishes, the coordinator steps forward to share a few words, but the radio reporter backs away, as she has already conducted an interview with the coordinator. She decides instead to get in line to grab a quick word with the mayor, but the KCPW reporter gets there first and peppers him with her questions. She hops onto this interview, sticking her microphone into the mayor's face along with the others. Since she did not have an exclusive opportunity to speak with the mayor, she asks just two questions: "Is this an attempt to make Salt Lake City more bike-friendly? And other steps we'll see?"

The dedication concludes by 11:20, and the sidewalk and parking stalls outside of Squatters Pub Brewery return to normal, devoid of chatting reporters and clanking equipment.

She and I drive to Dolores Doré Eccles Broadcast Center on the University of Utah campus, which houses KUER, and step into a production studio to upload her audio content into Adobe Audition. While she does this, she tells me that since radio is not her background, she "learned on the fly" when she arrived at the station in January 2011. She also says she normally begins her shift at 9:00 a.m. and stops around 2:00 p.m. She is typically assigned four stories each day she works for KUER; however, today she only has two to cover.

Her second story involves a recent summary about Utah employment. Her specific instructions are to try to find the "human side" of it, which means she needs to speak with somebody who either struggled to find a job or recently found one. She calls the contact person mentioned in the press release with all the statistics, and she intends to conduct a phone interview right there, but drummers in the booth next door are creating extraneous noise that she might pick up in her phone call. So, she decides to wait until they finish to avoid any possible audio distortion.

Instead, she chooses to write the accompanying story for the bike corral dedication. She explains that she usually listens to audio content first—just listens to it—then writes the story. Her stories generally have to be one minute to one minute and 30 seconds in length for the 10-minute local component of the "All Things Considered" radio program. Only after she has written her story does she go back to the audio file and choose a representative sound byte. She notes that she is not allowed to splice audio and re-arrange

it (as is often done in broadcast news production), as it is against company policy. She can, however, omit long pauses and verbal filler.

She uses only one audio clip per story. Consequently, she tells me that she has to ask very pointed questions in the interview so she does not waste time. She specifically mentions that she, on occasion, has to interject her next question with a particularly verbose interviewee because most audio clips in her story will only be about 20 seconds long. For this story, she utilizes a byte from the mayor.

At 12:18, she has a story draft that satisfies her, so she reads it aloud to see how it will likely sound on-air. She catches an echo quote and fixes it accordingly.[24] She reads it once more and sends it to another supervisor. But her work with this event does not end here. She composes a second version of the same story, this time incorporating a byte from the coordinator. She reads this draft aloud too, and, finding no serious errors, she sends it to the same supervisor.

Now it is 12:40. The drummers have finished their ruckus, so she calls the contact in the press release about Utah employment, in an attempt to conduct a phone interview for her second story assignment. He directs her to another person, but when she calls him, she is forced to leave a message. In her voice message, she tells him that she is on a deadline and must have a story by 2:00. Meanwhile, she conducts her own research to find somebody else who may be able to speak to this story and provide that "human side." I watch her check other news media sites and the Utah Department of Workforce Services webpage. She shows me a web story about this topic on KSL, but it contains a quote from the same person from whom she is expecting a return phone call. "This story

might not work out today," she admits, but she does not speculate as to what the consequences might be for incompletion.

She returns to the original source contact to see if he might be able to offer a personal reference, but, as expected, he cannot comply, as he "can't divulge personal information like that." Still, she says it was worth the try.

Sure enough, at 12:57, her phone call is returned, and she patches him through to get his audio recorded. She wants to know: "What do these numbers mean for Utahns? Who's seen a benefit? How is construction doing since it's such a big job generator for Utah? Any indicators that employment's going to grow? And there are no negative effects yet from the rising costs of gasoline and food? What can Utahns take away from the data given today? Anything else you'd like to add?"

I notice that, while she is on the phone, she seems to sift through the interviewee's responses in the moment, and when I ask her about it after the call, she confirms this tactic. "When I'm listening to them in the interview," she explains, "I can tell which ones [bytes] I wanna use." In other words, she formulates the story in her head while she conducts the interview, and specifically, she says that she is always thinking about what might interest her listeners the most.

Like the bike corral story, she writes the employment story, reads it aloud, finds the most appropriate audio clip to match her text, and she sends it to a supervisor at 1:35—twenty-five minutes before her deadline—to be heard later that day during "All Things Considered."

Summary

All four journalists had recently graduated from the University of Utah: one in Spring 2009, one in Spring 2010, and two in Fall 2010. And all four utilized their skills in journalism positions that require different forms and degrees of procedural knowledge, or knowledge of how to do something. The videographer/photographer and radio reporter, for instance, needed to know how to write their own stories from the information they gathered. The assignment editor and studio operator have positions, on the other hand, where they needed to know how to write stories, but they did not compose them on a regular basis. The assignment editor also needed to know how to structure news programs, a form of procedural knowledge that none of the others needed to possess. The videographer/ photographer and radio reporter needed to know how to conduct concise interviews, as evidenced by their daily routines. This observation supports the idea that students must enter the workplace with versatile skills, especially those associated with reporting and writing. Once in their entry-level positions, however, they may not have to exercise all of them on a consistent basis.

All had to know how to operate equipment, but in some instances, such as the videographer/photographer's need to use editing software like Adobe Premiere Pro and the radio reporter's use of a Marantz recorder, the equipment utilized was not the same as what the Department of Communication offers its students (as of Spring 2011). This speaks to the notion that technological skills, while important in entry-level journalists' preparation, are not paramount. Instead, students' familiarity with such devices via the classroom should provide them with enough exposure and practice to learn how to use something similar if their first job requires it.

All had to work with people: coworkers, supervisors, and people outside the journalism sector. While the assignment editor and studio operator dealt with people internally, that is, within their news organizations, the other two had more contact with people at the events they covered. This supports the importance of interpersonal skills, which entry-level journalists can develop in academic environments through group assignments and exercises that take them outside the classroom.

Finally, all had to exercise news judgment in various ways. The assignment editor's position revealed the most apparent need for critical thinking, as she had to investigate each story lead and determine which ones comprised each newscast. But the other three also experienced situations that required them to assess the scenarios and use their judgment—often at a moment's notice. The studio operator had to choose which stories to omit in one newscast in order to get back "on track." The videographer/photographer had to select several vantage points from which to take his pictures. With only a few minutes to assess the layout of the dance studio, he had to find a place to insert himself among the dancers and select the best shots to visually depict the event. That involves judgment: How many wide shots (where one zooms out)? How many close-ups (where one zooms in)? What to capture: footwork? Faces? Similarly, the radio reporter showed her judgment skills when she chose to conduct another interview while waiting for the mayor to arrive. She also had to think about alternatives for her employment story when it appeared that her primary source might not return her phone call for an interview. Although these situations are not mind-bending ethical dilemmas, they nevertheless required quick judgment calls. This supports the value of critical-thinking skills as part of entry-level journalists' preparation for the profession.

The final chapter continues to make connections between past literature and data results. It concludes with seven detailed suggestions to reform the existing undergraduate journalism curriculum in the University of Utah Department of Communication.

Notes

[1] A reminder was sent electronically 21 days after the original invitation to encourage those who had not yet completed the survey.

[2] Johnny Saldana, *The Coding Manual for Qualitative Researchers* (Thousand Oaks, CA: Sage Publications, Inc., 2010), 74. Saldana also explains that "In-Vivo Coding is appropriate for…studies that prioritize and honor the participant's voice" (p. 74).

[3] Ibid., 149, 156. Saldana said "the primary goal during Second Cycle coding, if needed, is to develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of First Cycle codes" (p. 149). Additionally, "in qualitative data analysis, some interpretive leeway is necessary – indeed, creativity is essential to achieve new and hopefully striking perspectives about the data" (p. 150).

[4] S. Kvale and S. Brinkmann, *InterViews: Learning the Craft of Qualitative Research Interviewing* (Thousand Oaks, CA: Sage Publications, Inc., 2009), 202-203.

[5] U.S. Census Bureau, *State and County Quick Facts, Salt Lake City*, http://quickfacts.census.gov/qfd/states/49/4967000.html.

[6] Timothy Bajkiewicz, *Tracks, Silos, and Elevators: Postsecondary Convergence Journalism Education in the United States*, ed. August Grant and Jeffrey Wilkinson (Oxford University Press, 2008): 284.

[7] Ibid.

[8] This station has been in existence since 1948. At that time, "this milestone established Utah as the first state between St. Louis and the West Coast to have a television station." ABC4 Station History, http://www.abc4.com/content/about_4/history.aspx.

[9] Other local channels include Fox (KSTU), NBC (KSL), and CBS (KUTV). The fourth television set displays ABC programming to allow for comparison.

[10] Ogden, Utah, is a community north of Salt Lake City via Interstate 15. According to Google Maps, it is 38.5 miles from Salt Lake City to Ogden.

[11] Kanab, Utah, is a community south of Salt Lake City via Interstate 15 and U.S. Highway 89. It is near the Utah-Arizona border, or, according to Google Maps, about 306 miles from Salt Lake City.

[12] Mount Pleasant, Utah, is a community south of Salt Lake City via Interstate 15 and U.S. Highway 89. According to Google Maps, it is 102 miles from Salt Lake City.

[13] Brittany Green, "Skiers injured following Sanpete County avalanche," Fox13 News website, http://www.fox13now.com/news/local/kstu-skiers-injured-following-Sanpete-County-avalanche.

[14] Amy O'Donoghue, "Two men injured in Sanpete County avalanche," KSL News website, http://www.ksl.com/?nid=148&sid=14893379.

[15] Cottonwood Heights, Utah, is a community southeast of Salt Lake City via Interstate 15 and Interstate 215. According to Google Maps, it is 15.8 miles from Salt Lake City to Cottonwood Heights.

[16] Payson, Utah, and Orem, Utah, are both communities south of Salt Lake City via Interstate 15. Payson is 69 miles away from Salt Lake City, while Orem is 40.7 miles.

[17] After the February 2011 "sweeps," KUTV (CBS) became the number-one station in the Salt Lake City media market, replacing KSL (NBC). "KSL's long reign atop Salt Lake City's ratings heap came to a resounding end this [February] sweeps period, as upstart KUTV finished #1 in every major news time slot." Andew Gauthier, "In Salt Lake City, KUTV beats KSL at 10:00 p.m., completing dramatic turnaround," TVSpy, http://www.mediabistro.com/tvspy/salt-lake-citykutv-completes-turnaround-beats-ksl-at-10_b7325.

[18] A "two-shot" is simply a camera shot that includes two people in the frame.

[19] KMYU is a satellite station for KUTV.

[20] City Weekly is an independent, alternative newsweekly that has published in Salt Lake City since 1984. Its mission is "to provide thorough, relevant and interesting reporting and writing on local news, arts, and entertainment for the professive, active, thoughtful residents of Salt Lake City and the environs." City Weekly "Who We Are," http://www.cityweekly.net/utah/flex-165-contact-us--who-we-are.html. DF Dance Studio offers classes in salsa, ballroom, hip hop, break dancing, swing, tango, and zumba. DF Dance Studio "Classes," http://www.utahdancestudio.com/classes.html.

[21] KUER operates via the University of Utah and "provides a commercial-free mix of NPR, BBC, local news, and jazz music programming to thousands of listeners throughout Utah and beyond." KUER "About Us," http:///www2.kuer.org/about.html.

[22] According to the press release for this event, a bicycle corral houses 10 bicycles on the street in place of one designated parking space. The corral consists of a rack that comfortably allows ten bicycles, and it includes reflective posts to block the space from vehicular occupation. Available from April to November, the bike corral program is designed to accommodate a higher concentration of bicyclists during that duration who patronize and/or work at businesses in the surrounding area. After November, the space once again becomes available to vehicles. "Salt Lake City's first bicycle corral was

installed at Squatters Pub Brewery in Fall 2010" as an experiment, and, upon receipt of favorable feedback, the Salt Lake City Transportation Division has decided to expand the program to other businesses free of charge.

[23] A reporter with a directional microphone should point it in the direction of the desired audio, as it attenuates noise that originates from other directions. In this case, a directional microphone would have been optimal because the speaker's audible content would have been more "protected" from ambient noises such as car engines and voices of patrons entering and exiting the brewery.

[24] An echo quote occurs when a reporter, while writing, summarizes the words spoken by the interviewee in the sound byte, effectively minimizing the importance of the byte. In other words, it echoes, or repeats, what the interviewee said and thus is redundant.

CHAPTER VIII

DISCUSSION: IDEAS FOR CHANGE

As articulated in Chapter 4, the chief purpose of this dissertation case study was to answer this question: What does it mean to be prepared for a journalism career? What skills and concepts do current practitioners indicate as valuable, students perceive as beneficial, and educators identify as imperative for a career in today's changing media landscape. The overarching research question that drove this dissertation study was as follows: From the perspectives of practitioners in the field, educators, and students themselves, what constitutes adequate preparation for University of Utah undergraduate journalism students in order for them to competently enter the professional field upon graduation? In order to develop a definition of preparation in the form of a hierarchical typology, the University of Utah journalism curriculum and the journalism practitioners who work in the Salt Lake Valley provided a local case study in which to explore the notion of preparation.

A secondary goal of this case study was to explore whether discrepancies existed among these connected communities in what constitutes adequate preparation. Once compiled, did their replies correlate or contradict each other? Based on Runkel and Runkel's idea of how theory is used in qualitative research, I posited that varying ideas would emerge among students, educators, and practitioners as to what constitutes sufficient preparation for students who wish to pursue a career in this field.[1] I chose to

explore this theoretical statement in consideration of prior literature that demonstrated such discrepancies.

Subquestion: Skills and Knowledge Students Need Most

Students who plan to pursue a career in this field must possess exemplary reporting and writing skills above all else. This finding is consistent with research conducted by scholars Tamyra Pierce and Tommy Miller. In their quantitative study of news editors, Pierce and Miller deduced that "computer skills and online writing had risen in their level of importance among editors but still remained below the basic writing skills."[2] This finding is also congruent with studies by Camille Kraeplin and Carrie Anna Criado, Shahira Fahmy, and Edgar Huang (with additional authors), who discovered in their research that practitioners identified reporting as imperative.

Table 12 demonstrates that students, educators, and practitioners were overall in agreement. All three communities also agreed that interpersonal skills augment students' preparation. Educators and practitioners specifically named curiosity as the most imperative quality. In Carolyn Lepre and Glen Bleske's study, practitioners did identify interpersonal skills as important; however, no recent studies mentioned curiosity outright. Perhaps in some media environments, curiosity goes without saying or is implied through other attributes. For instance, practitioners in this study repeatedly indicated that students must express an interest and follow events in the world around them. From one current practitioner: "You always wanna know not only what's happening but why it's happening and what it means." To understand why implies that one must be curious enough to investigate in the first place.

Table 12. The top-three skill categories rated as "extremely important" by students, educators, and practitioners.

Student, Educator, and Practitioner Top Skill Categories from Interview and Survey Data

	Students	Educators	Practitioners
Interviews	1) Reporting 2) Writing 2) Critical Thinking	1) Writing 1) Reporting 3) Critical Thinking 3) Editing	1) Writing 2) Reporting 3) Critical Thinking
Surveys	1) Writing 2) Critical Thinking 3) Reporting	1) Writing 2) Reporting 3) Critical Thinking	1) Writing 2) Reporting 2) Critical Thinking

Historically, curiosity had a place in the earliest pedagogical attempts to bring journalism into postsecondary education, particularly in the curriculum created at the University of Pennsylvania in 1893. From the course catalog, students in the "Current Topics" course had to "investigate special topics" and "prepare reports on the same" subject. Moreover, in one of the texts that students used in this curriculum, author Edwin Shuman instructed aspiring reporters to "watch content in the latest issues of rival papers," and to "keep an 'assignment book' with current and potential stories to investigate."

Students listed confidence as the most important interpersonal skill, and they likely derived confidence in their skills from the value they placed on practical experience. The four recently graduated students who were observed at their respective media outlets also emphasized to their up-and-coming peers to practice their journalism skills often. From

one: “You’ve got to do it and experience it.” Another recommended multiple internships because they “help a lot to know what to expect.”

This finding resonates with the results found in Shawn Neidobf’s qualitative study. He deduced that experience gained through internships and media firms and contributions to their respective college newspapers led to increased student preparation.

This discovery also has historical precedent as several pioneering efforts to teach journalism resulted in apprenticeships and training exercises. For instance, Robert E. Lee’s proposed scholarship program at Washington College in 1869 would have required recipients to work in a print shop under the tutelage of an instructor. John A. Anderson’s printing fundamentals course at Kansas State College in 1873 utilized “several different drills...for the purpose of developing rapidity in composition.” Indeed, practical experience is still valued today as it was then as a means to adequately prepare for the journalism profession.

Subquestion: Complementary Coursework Students Should Take

This subquestion was also asked of survey and interview participants in all three communities. Table 13 compares the survey responses from students, educators, and practitioners. Each group identified political science, history, business, and economics among the most important disciplines to study. In fact, political science and economics were mentioned in all six facets of data collection: student, educator, and practitioner surveys *and* interviews. These disciplines have a history of being combined with journalism instruction too. Yale University, Temple University, and the University of Missouri all had aspiring reporters complete coursework in these areas at the close of the

Table 13. The top-five disciplines outside journalism where students should take supplemental coursework.

Student, Educator, and Practitioner Suggestions from Survey Data

Students	Educators	Practitioners
1) business 2) political science 3) history 4) marketing 5) economics	1) political science 2) history 3) statistics 4) foreign language 5) business 5) economics 5) sociology	1) history 1) political science 3) economics 4) business 5) foreign language

19th century. Foreign language, though, did not appear to have as much value then as it does today.

Educators and practitioners placed foreign language higher than students, although 30 percent of the student survey respondents did indicate its importance. The fact that all but two practitioners who have been in the field for one to ten years recommended this suggests that students could find themselves at an advantage—at least in the Salt Lake Valley media market—if they can communicate in two or more languages but especially Spanish. In fact, students who have already had experience working in the field remarked that understanding and speaking Spanish helped them.

Table 14 displays the specific recommendations for outside coursework that were gleaned from interviews with students, educators, and practitioners. As previously mentioned, political science and economics were mentioned in all three interview samples. Also noteworthy is that all three communities recommended a form of diversity coursework. After that, reading from left to right, one can see that several

Table 14. Interviewee recommendations for coursework outside journalism.

Student, Educator, and Practitioner Suggestions from Interview Data

Students	Educators	Practitioners
• political science • economics • international relations • current events • English • photography • web design • communicate with others • public speaking • how to talk • computer programming • Spanish • linguistics • navigation on Macs	• political science • economics • ethnic studies • photography • web design • history • ethics • business • statistics • marketing	• political science • economics • diversity • current events • English • interpersonal communication • computer science • history • ethics • business • statistics • accounting • geography • literature • biology • chemistry • physics • foreign policy

recommendations came from interviewees in two of the three groups. For instance, practitioners and students suggested additional coursework in current events, English, and computer science/programming; students and educators mentioned supplemental classes in photography and web design; educators and practitioners said students should take more courses in history, ethics, business, and statistics. Some recommendations occurred exclusively within one group of interviewees.

This wide array of suggestions beyond political science and economics indicate that all participants in this study know that students need "something else." According to practitioners, students need only to find "something else" that interests them and dig into it. From one: "Get something on the side, and get into it. Learn...learn about it, and it could make you a more valuable prospect to the publication you're hoping to get hired by." Another said, "Everybody's got something they're passionate about. I wanna see that on your résumé. Something that says to me you have a capacity to delve into something deeply and to master that."

Ideas for Curricular Modification in the Department of Communication

Any type of curricular change can cause conflict and/or distress. For that reason, many educators may choose to reform and improve their existent course curriculum via slight adjustments.

> But when the proverbial dust has settled, often the bulk of changes have been merging two courses into one, splitting one course into two, adding new technology, and/or teaching courses from a different viewpoint that was there all along…We've all spent so much time intensively talking about curriculum for the last 10 years that it is rather surprising that more radical changes have not occurred.[3]

Curriculum does not exist in a vacuum. Indeed, one change can affect several other facets of a department such as accreditation status, personnel issues, and student enrollment. Further, as one educator wrote in his article, "Curriculum Fatigue":

> I've read that journalism programs should make sure students learn statistics and survey methodology. We should work with computer science departments to develop cross-disciplinary courses, and make entrepreneurship a vital part of our programs. Furthermore, we should make blogging part of nearly every writing course, not to mention Twitter. This list goes on. While these are all excellent ideas, I wonder how do we incorporate them all into our courses and programs, especially when you throw in the fact that many students—at least at the three universities where I've taught—are lacking in some of the basic journalistic writing skills?[4]

And then there is that lingering debate: Is journalism meant to be taught as a vocational, technical craft or as a complement to other disciplines? Some scholars have chastised educators who overemphasize "the bells and whistles of new technology, as if tweets shall save us all."[5] However, it would be naïve and a blunder for educators to completely dismiss technology. "Part of the draw for students still flocking to journalism schools is a new generation of courses retooled for new media."[6] One practitioner interviewed for this study explained that technology—particularly social media—changes the way journalists tell their stories, and a recently graduated student encouraged their up-and-coming peers to start their own blogs. Thus, it would be a disservice to students to remove technology from the existent curriculum.

Even local practitioners can sympathize with educators' curricular plight. From another practitioner in this case study:

> I think there's a battle in all journalism schools from time to time over the notion of the soul of the program. Is it vocational? Is it about research and the big picture? Is it about preparing people for real work? And the answer is obviously it's all of the above. But I think because there isn't a clear understanding of the objective of the program that it tends to do nothing very well.[7]

In spite of the obstacles and headaches, some curricular modification based on the results of the data collected and analyzed in this case study could bolster students' preparation for the profession.

Description of Ideas

The journalism curriculum is embedded within the Department of Communication at the University of Utah, and from 2007-2010, nine tenured/tenure-track faculty, 10 graduate students, and 19 adjunct instructors have taught journalism courses.

Of the undergraduates who declare mass communication as their major, 200-300 of them pursue the Journalism Track sequence.[8] As a part of their program of study, they are required to complete (1) Communication 3505: Living in a Media World, (2) Communication 1610: Introduction to News Writing, (3) Communication 3550: Principles of Visual Communication, (4) Communication 3555: Convergence Journalism, and (5) Communication 5300: Mass Communication Law.[9] Additionally, they must complete at least one "field" course from these options: Communication 3610: External Internship, Communication 3620: *Chronicle* editorial conference, and/or Communication 3570: Newsbreak.[10] The remaining credits that comprise the major come from elective courses that students choose to take based on their interests.

It is impractical to add many more courses to this existent curriculum in consideration of the number of faculty available to teach. Additional courses may also adversely affect student-retention rate, as students who must pay more money to complete more courses may find themselves in financial hardship.

The University of Utah Department of Communication has opted not to continue accreditation, which ultimately imposes fewer restrictions on program structure. Thus, journalism educators could develop and include more courses to "bulk up" the curriculum if they desired. Instead, it may be worthwhile to make more out of the courses that already exist within the curriculum. The following suggestions will add only two courses to the existing curriculum but will take away some student autonomy for elective choices.

#1: Break down Communication 1610: Introduction to News Writing

University of Utah journalism educators should break down Communication 1610: Introduction to News Writing into three distinct components lasting five weeks each.

These components would comprise principles that journalism and public-relations students (as many who take this course express interest in this area) would need to develop in order to function in the field. The first module would focus on researching and fact checking. The second would concentrate on interviewing tactics, and the third would introduce lead construction and the inverted-pyramid story form along with basic press-release construction. Based on current scholarship, each module is integral to the successful preparation.[11]

During the first five weeks, students would examine what newsworthiness means in the 2010s and how it connects to public relations. An informal survey exercise would force them to interact with their community, and this audience-centered activity would help them understand the type(s) of news, feature, and human-interest stories that interest those around them. In other words, students would venture into their communities to ask people: What do they want to know? This interpersonal, hyperlocalized strategy could lead to potential story angles or press releases to pursue later. All three groups agreed that interpersonal skills augment students' preparation, and interpersonal skills were observed in direct observations of recently graduated students who now work as practitioners. It also could provoke stimulating discourse about practitioners' obligation to negotiate what their audience wants to know versus what it might need to know. Beyond that, students would learn about credible sites and databases to utilize to gather information about story angles. Educators should emphasize primary versus secondary sources as well as evaluation of sources, which would tie into critical thinking, a skill set identified and valued by current practitioners.

For the second five weeks, students would learn strategies and tactics for effective interviewing, a necessary reporting skill for information gathering and storytelling. As this is a skill that involves personal connection, aspiring public-relations practitioners would gain from this module too. Students would learn about attribution levels, noting the difference between on-the-record, on-background, on-deep-background, and off-the-record. They would also learn how to correctly quote and attribute human sources, and, as a capstone assignment, they could videotape their own interview with a source they select for a subsequent, in-class critique. This exercise promotes an audience-centered pedagogical approach, and it provides more "real-life" opportunity. Students indicated in both interview and surveys that they desired more practice or hands-on opportunities to develop skills. Moreover, one recently graduated student articulated interviewing as especially important for educators to emphasize. Dedication to this component of the information-gathering process should provide students—both journalism and public relations majors—with more opportunity to enhance this skill.

The final part would pull the "puzzle pieces" together. Students would discuss and evaluate how to begin stories and press releases in order to determine the most effective approach. This involves news judgment, a component of critical thinking valued by those currently employed in the field. It also potentially opens the door to more writing, the skill set most frequently cited as imperative. Once students compose their own stories and/or press releases, they can continue to display them via the WordPress site already created for this course, which gives their work publicity and possible recognition.

This breakdown might offer educators more flexibility to teach certain parts should the faculty decide to offer each module as its own shortened course. Adjunct instructors

might be more willing and/or available to teach a five-week class about interviewing in contrast to a term-length introductory course. Graduate students on assistantships and faculty in the department could sequentially teach one section of each part to fulfill a semester-long teaching obligation, or, based on enrollment statistics or needs, perhaps three sections of just one area.

#2: Incorporate more interpersonal opportunities connected to journalism

Educators should make Communication 3660: Intermediate Reporting mandatory and/or incorporate more diversity into Communication 3600: Editing Process or Communication 4610: Magazine Writing. The Intermediate Reporting course already has "Voices of Utah," an ongoing service-learning project that gives students an opportunity to cover a diverse beat and practice multimedia storytelling, an area of additional coursework for students suggested among all groups. Moreover, other highly regarded curricula, such as those at Northwestern University and the University of Missouri (Columbia), have successfully incorporated diversity into their students' coursework. This Intermediate Reporting course—by its nature—enhances reporting and writing skills.

A potential idea for Communication 3600: Editing Process or Communication 4610: Magazine Writing might be "Coffeehouse Connection," a community-related activity derived from the "Chicago Storefronts" course in the Medill curriculum at Northwestern.[12] In this endeavor, students would find a public place such as a coffeehouse "where [they] would work on stories and interact with patrons to find ideas, cultivate stories and show them how stories are reported," as indicated in the Poynter Institute article that featured the "Chicago Storefronts" course.[13] Students should be

paired in order to help each other while on site, and together, they would pursue story development from their surroundings. Other journalists who have tried this tactic "found sources and stories they may not have otherwise come across."[14]

Students would go to the coffeehouse (or another public location such as a local park), find a story, develop it with sources, and ultimately generate a multimedia product.

This process is necessary as evidenced by the students', educators', and practitioners' data. Students listed curiosity and confidence in their skills as important for entry-level preparation; three out of four recently graduated students who now work in the Salt Lake Valley media market also stressed more practice. Curiosity, manifested in this recommendation as finding a story, was also mentioned as an imperative quality among educators and practitioners.

Students also knew that they needed ample practice interviewing people and properly quoting and attributing them. A field exercise such as this gives them more practice in this area, particularly to search for the "right" questions to ask. As one practitioner said, students should strive to "think of questions that they [the constituents] haven't thought of."

Finally, students indicated that they wanted more experience with basic newsgathering skills to ensure adequate preparation. Generating a multimedia product provides opportunity to practice writing skills—evident in all population groups as crucial—but also promotes familiarity with technology. While technological skills were not as emphasized in the data, educators who took the survey valued its importance, perhaps because adjuncts comprised half of the survey sample. Adjuncts work in the field

while simultaneously teach in the classroom, so they may realize that stronger technological skills may put entry-level journalists at an advantage.

This project would also require students to listen to others, observe their immediate environment, introduce themselves to other news consumers, explain what they are doing and why it is worthwhile, and discuss potential, hyperlocal stories.[15] This emphasizes community engagement and interpersonal skills. "It has helped [those who have attempted this project] build trust with their audiences and reminded them that to really understand a community, you have to be in it."[16]

#3: Offer a current-events course for journalism majors

Freshman or sophomore students would take this course, similar to the University of Missouri (Columbia), where journalism majors take a couple of courses early in their programs of study to acquaint them with their chosen field. More importantly, it would keep students informed of the events around them, which is an area where educators and practitioners said students can improve. Five of seven practitioner-interviewees indicated it imperative that students continue to read to keep themselves aware of local and international affairs. From one interviewee: "They need to read a lot, and they need to read newspapers of all kinds a lot." From another practitioner: "And with every passing year, their ability to answer the question, 'Can you talk about a local issue?' about two in 10 could do it now. Ten years ago, maybe it was eight out of 10. So I can tell that they're reading less." One practitioner specifically recommended subscriptions to *Mother Jones* and the *New York Times*, publications that typically align left along the political spectrum, and *National Review* and *Washington Times*, publications more to the right. Additionally, to obtain more local perspective, students should subscribe to or at least

follow the *Salt Lake Tribune* and the *Deseret News*. These publication subscriptions would replace the cost of textbooks for this course. Students would examine the types of stories that dominate each publication and analyze how the reporter composed the story.

Specifically, students would discuss the organization and tone of the articles included in these publications: How was the story created? This forces them to pay attention to the profession and determine who produces "good work" within it. One practitioner explained why this is important: "I have people come in for the [job] interview. I'll say 'Well, what are you reading? What books do you read? What magazines do you read?' And sometimes, they have absolutely nothing to tell me."

It would also expose them to certain subjects outside journalism deemed valuable for entry-level preparation. All three groups indicated knowledge of political science as vital; six of seven interviewed practitioners said it was important. In the survey data, students, educators, and practitioners ranked knowledge in this discipline within the top two of all fields considered.

From the stories read, students would generate related story angles—hypothetical or real—to pursue. This promotes curiosity, a desired interpersonal quality valued in entry-level reporters as already evidenced by the data. It also would foster critical thinking, as students would then discuss ethical implications of covering these generated stories. At this point, the instructor could introduce them to Social Responsibility Theory and conduct an applied exercise where students would survey people to discover the local public's general perception of media coverage, compare the findings to their own perceptions, and ultimately create individual definitions of social responsibility. This activity follows one practitioner's call for educators to place students "in as real-life a

situation as you can. In other words, have them write, have them report, and place them into ethical quandaries."

Finally, the course also has the potential to incorporate diversity into its curricular goals. To complement the aforementioned subscriptions, students could examine niche publications like *QSaltLake*, which focuses on Salt Lake City's LGBTQ community, and/or *Intermountain Catholic*, a newspaper for Utah's Catholic parishioners.

#4: (Continue to) encourage technological familiarity

Technological skills were perceived as less important among all three groups in comparison to writing, reporting, and critical thinking skills. Data revealed that technological prowess such as familiarity with video-editing software may not be as valued among practitioners because entry-level journalists "can learn it in a week." Journalism professionals in the Salt Lake Valley perhaps value stellar writing and reporting skills even more in entry-level journalists. However, when asked about technology, practitioners did not say it was *un*important either.

In fact, in their advice to current educators, practitioners encouraged journalism instructors to have students promote work through social media like Twitter, Facebook, and/or a personal blog. From one practitioner interviewee: "If you don't know how to...utilize the technologies available, you're gonna struggle, especially today." Another acknowledged that "technology's always going to be changing the way that we tell the story," and a third said students must simply "know all those convergence 'things.'"

Moreover, in direct observations of recently graduated students, all operated equipment, and three out of four utilized editing software, although types of each—hardware and software—varied from one observation to the next. Perhaps it is just

understood or expected that entry-level journalists will possess basic familiarity and competence with technology. Maybe practitioners find it more efficient to train a new employee at the outset of his/her hire and in accordance to that outlet's particular practices rather than have to modify existing abilities. Unfortunately, the data did not offer concrete explanations as to why practitioners collectively ranked technology low in comparison to other skill sets yet individually articulated its value. Regardless the reason, statements in support of technological skills along with evidence from direct observations validate this recommendation that educators continue to encourage their students to work with technology so as to augment their preparation for this profession.

#5: Require a social-science, general-education course about government

Additional coursework in political science, particularly knowledge and understanding of governmental processes, resonated in both surveys and interviews among all three communities. Six of seven practitioner interviewees recommended political science. Interviewees and survey respondents also noted history, economics, business, and diversity as important too.[17] However, regardless of specific discipline, all believed students should specialize in something beyond their journalistic programs of study. From one practitioner: "I think you'll find more career opportunities in specialized journalism than in general journalism." Students should have something to write *about* once they graduate. Thus, it is prudent for University of Utah journalism educators to promote coursework concentrated in another field, and students should attempt to focus their general education courses.

In light of these data, educators might require that students complete at least one government-focused course from the political science department, as the existing

journalism curriculum has no government-oriented courses of its own. Students do learn about the state and federal justice systems in Communication 5300: Mass Communication Law, but the following courses available in the Department of Political Science at the University of Utah would likely enhance comprehension: (1) Political Science 1100: U.S. National Government, (2) Political Science 3030: State and Local Government, (3) Political Science 3140: Gender and Politics, and/or (4) Political Science 3190: Racial/Ethnic Politics.

The POLS 1100: U.S. National Government course responds to practitioners' identification of knowledge of governmental practices and processes as vital to entry-level reporter competency.[18] One practitioner emphasized the importance of "knowing how government works, knowing how legislation, proposed legislation, becomes a law." According to the University of Utah catalog, it is offered every fall and spring semester, so students likely would not experience much difficulty with enrollment capacities. Similarly, the POLS 3030: State and Local Government course responds to the expressed need for students' additional coursework in political science, and it also is offered in both fall and spring semesters.[19] The latter two courses—POLS 3140: Gender and Politics and POLS 3190: Racial and Ethnic Politics—simultaneously provide diversity awareness, another area two educator interviewees specifically identified as valuable.[20] However, the POLS 3190: Racial and Ethnic Politics course is only offered in the fall term, so students might need to plan ahead to take this class. Any of these aforementioned courses within the political science department should augment the knowledge about government that students gain in courses they complete in the communication department.

#6: Look for interdisciplinary opportunities

Educators should also attempt to incorporate interdisciplinary opportunities on campus for students to further practice their reporting and writing skills. This idea connects with research that shows other nationally recognized journalism programs "integrating their journalism programs more deeply with other disciplines."[21] All educators at the University of Utah who took the survey noted the importance of coursework outside journalism for students to exercise their skills. "Journalism in and of itself is kind of an applied method. And so it needs to be applied to certain subject areas."

University of Utah students also see benefit to interdisciplinary coursework. In an interview, one student explained that "it gives you a more worldly view, so you become more knowledgeable." From the survey data, 88 percent believed they needed to practice their skills within another discipline.

The first place to look might be the Communication, Leadership, Ethics, and Research (CLEAR) program, as the Department of Communication already has connections established with the engineering disciplines.[22] Beyond that, current journalism faculty would need to pitch the idea and persuade potential programs to participate. Admittedly, this would take more effort, as it would necessitate cooperation and coordination from other departments across campus to develop this idea, but it would allow journalism students to "delve into something deeply," a comment made by one practitioner interviewee and echoed by the rest. Political science has already received emphasis in the form of the previous recommendation. Beyond this discipline, though, are history and business, two fields which ranked—among all three groups—amid the top five areas where students might pursue interdisciplinary opportunities.

This interdisciplinary curricular change could result in a newly created course or be implemented to complement content in existing courses such as Communication 3600: Editing Process, Communication 4610: Magazine Writing, or Communication 3555: Convergence Journalism.

#7: Recommend (more) foreign language—especially Spanish

Undergraduate students enrolled in highly regarded journalism programs at the University of Missouri and Northwestern take at least three classes toward comprehension of one foreign language of their choice.[23] At the University of Utah, only students who choose to pursue a Bachelor of Arts degree must meet a foreign-language requirement, where they "complete course work [*sic*] equivalent to at least fourth semester (2020 level) competency in either a foreign language or sign language.[24] By contrast, those who seek a Bachelor of Science degree take two courses that satisfy the Quantitative Intensive requirement, i.e., courses that "promote further development of students' quantitative reasoning skills."[25]

While journalism students can certainly "delve into something deeply" that hones their reasoning skills, the data from this study indicate that students may want to instead engage in more foreign language coursework, particularly Spanish. Current student interviewees saw value in being able to understand and speak Spanish, and about 60 percent of educators who completed the survey chose foreign language as a discipline in which to pursue additional coursework outside journalism. Practitioners in the field for less than a decade also recommended Spanish comprehension. "In the Utah market, the ability to speak Spanish is extremely helpful."

This finding was unique to this study, as no prior literature offered such a specific suggestion. For that reason, educators and/or academic advisors might steer aspiring journalists in this direction.

#8: Develop a one-credit "finishing" course

Acquisition and development of these skills and knowledge should enhance students' career preparation, but students also must be able to show their competence to prospective employers. Data categories generated via student and educator interviews revealed that students should exude self-sufficiency, where they are able to perform on their own as evidenced by their work. Strong résumé construction and portfolio compilation should help students demonstrate their competence.

Thus, educators might also consider having Hilda Bravo, the newly hired internship coordinator, work with Matthew Volz to conduct a one-credit "finishing" course with students in order to prepare them for internships and their entry-level positions. In it, students would revisit and update their résumés and cover letters, develop their portfolios, and learn effective search strategies for occupational employment. The instructor might also include mock interviews specific to the journalism profession as another means of professional development. Different sections based on professional interest or intent might allow for detailed strategy discussion. The purpose of this "finishing" course would offer nuanced, professional advice to journalism students beyond what Career Services provides, such as the creation and maintenance of an e-portfolio.[26] In his *Career World* article, Mark Rowh explains that these "online displays are more comprehensive than social networking sites" and can include "documents, photos, and videos."[27] He also

recommends three sites for e-portfolio creation, and he offers tips for efficient maintenance.

This structured "finishing" course—specific to mass media jobs—could help students successfully bridge the transition from student to professional.

Why This Study Matters

Certain skill sets and personal attributes identified in this study for students' preparation echoed those valued in other quantitative research. Students, educators, and practitioners interviewed and surveyed for this study placed reporting and writing skills at a premium above all else. This finding corresponded to results discovered in recent research by several scholars: (1) Shahira Fahmy, (2) Edgar Huang, (3) Camille Kraeplin and Carrie Anna Criado, (4) Tamyra Pierce and Tommy Miller, and (5) Jennifer Adams, Brigitta Bruner, and Margaret Fitch-Hauser. Additionally, sources approached for this study identified the importance of interpersonal skills for student preparation, especially curiosity. This resonates with research from Carolyn Lepre and Glen Bleske. In his qualitative study with students, Shawn Neidobf discovered that they valued practical, hands-on experience in order to build confidence in their skills. Students consulted in this study repeated that sentiment.

Moreover, some of these skills and attributes were even evident in the earliest attempts to incorporate journalism into higher education. For example, the curriculum created in 1893 at the University of Pennsylvania implicitly tapped into students' curiosity. Kansas State College implemented journalism pedagogy in 1873 via practical experience for students, which later led to an industrial journalism department.

Thus, this case study, which utilized qualitative methods to collect data, generated several results that coincide with other studies and past pedagogical endeavors. This suggests that local contexts may not vary as much as might be assumed. How these general results are implemented and reinforced in the classroom, though, will surely differ from one university setting to the next due to different existing courses and the number of educators available to teach.

That point represents this study's strength. A local case study like this presents an ideal setup to explore and consider unique factors such as resources, personnel, accreditation status, and the university's proximity to the media market. From this, the curricular changes are more intimate and specific to the academic environment under investigation.

Some of the resultant suggestions offered earlier in this chapter to University of Utah educators would work well in Salt Lake City due to its size and demographics. For instance, curricular suggestion #2 posits coffeehouses and public venues as places for students to find stories and an opportunity to build their interpersonal and interviewing skills in the process as they meet people. With this university situated in an urban setting, students would have several options to pursue and likely many customers to approach. An activity like this may not be as successful for students who attend a more rural university in a less-populated setting. That does not mean it would not work—just that it might not be the best-suited activity to build these skill sets. Another example stems from suggestion #7, where University of Utah educators might recommend that their students take Spanish courses. The demographics of Salt Lake City ultimately led to this suggestion, as more Spanish-speaking residents live in the Salt Lake Valley than in past

years. At a different university, perhaps another foreign language might be more fitting for that community.

Thus, the general results from this case study establish consistency with prior research in the student "formula" or definition for career preparation. From the data, I developed specific ideas tailored to the University of Utah Department of Communication. Others could replicate this study, albeit with less methods of data collection. Given the congruence between the survey and interview data in this study, it may not be necessary to conduct both elsewhere. However, direct observations would augment either method, as seeing current practitioners at work provides evidence of what they do, which can confirm or contradict what they say in interviews or surveys.

Two results from the data in this study that surprised me were the call for educators to push students to read and practitioners' overall indifference to technological skill competence. The former seemed like it would go without saying: Students who wish to begin a career informing others of current events need to know about such events in the first place. The fact that several practitioners made it a point to talk about this in the interviews or mention it in the surveys suggested that it may be overlooked. For the latter, technology appears to drive this industry, so it would have seemed logical for students to understand new functions and delivery mechanisms. Interestingly, practitioners indicated that technology is valued but on their terms. They prefer to train entry-level journalists in this capacity and would like educators to instead focus their efforts building students' reporting and writing skills.

Inductive Definition

This dissertation sought to discover an answer to this question: What does it mean to be "prepared" for a journalism career? Scholars Robert Sutton and Barry Staw said qualitative research is most useful for exploring and building interpretations. In this case study, an inductive definition emerged of what preparation means for students at the University of Utah. Based on the data, the following list explains what students must know and/or do. Those that students **must** know and/or do are boldfaced. This distinction resulted from (1) the frequency of its appearance in survey and interview replies, and (2) its ranking of importance in the categorized skills chart.

Prepared students:

- **must have stellar reporting skills (e.g., researching, interviewing, quoting and attributing sources);**
- **must have exemplary writing skills (e.g., lead construction, fluidity, mechanics and AP Style);**
- **must exercise critical thinking skills (e.g., law, ethics, judgment, justification of decisions);**
- **must remain curious;**
- **must understand basic government processes and practices;**
- **must practice their craft—on their own and in professional opportunities as they emerge;**
- should be familiar with technology;
- should possess interpersonal skills and the desire to interact with their community;
- should continue to read, preferably journalism prose, to stay informed;

- should exude confidence; and
- should seek experiences that promote diversity, i.e., push them out of their "comfort zone."

Limitations and Future Research

One limitation of this study emerged in the survey data, specifically in the number of practitioner respondents. Survey research can ideally generate voluminous data in comparison to interviews and direct observations, which should represent a wider scope of opinions, but in this study, the number of practitioner survey responses lacked. While the response rate may have been decent, the actual numbers could have been improved with more reliable contact information for journalism professionals employed in the Salt Lake Valley. No database existed that listed all practitioners, so I created one based on predetermined parameters and searched for contact information, some of which was outdated or unavailable.

Another limitation pertained to the lack of tenured/tenure-track faculty participation as interviewees or survey respondents. Although this limitation stemmed from a legitimate conflict of interest—four currently serve on my doctoral committee—it nevertheless shifted the resultant data from a triangulation of perceptions of student preparation among three separate groups to a bridge between practitioners/educators and students. In other words, adjuncts comprised 47 percent of the educator sample, and since these instructors simultaneously work in the field, they may have instead bolstered the practitioner data even though they were viewed as educators. It may be because of this plurality of adjuncts that the educator data aligned so well with that from practitioners. More voice from tenured/tenure-track faculty would have provided a more diverse

educator sample. However, the percentage of adjuncts included in the survey sample was in proportion to the number of adjuncts who taught journalism courses from 2007-2010 in the University of Utah Department of Communication: 19 compared to nine tenured/tenure-track faculty and 10 graduate students. Due to these circumstances, it may be worthwhile to examine the magnitude of procedural, vocational skills taught in relation to broader concepts and ideas, as adjuncts may be more inclined to teach only the skills they often utilize in the field.

Moving forward, one could replicate the methodological triangulation involved in this study and use similar templates to collect data about journalism students, their educators, and the nearby practitioners in order to comprehend the meanings of adequate preparation for entry-level journalists in another area. That presents an opportunity to discover similar generalities and compare specifics from one location to the next of what constitutes sufficient preparation. Additionally, faculty in the University of Utah Department of Communication may want to revisit this study in a few years to determine if changes in perceptions of preparation have occurred among students, educators, and/or practitioners.

Course syllabi indicate that educators' and adjunct practitioners' interview statements align with their classroom goals and policies. One adjunct instructor said they "try to give them [students] portfolio-worthy projects," and in their syllabus, they indicated which assignments students should include and allocated three class sessions for portfolio-development workshops. Another adjunct said in his interview that "everything gets thrown at them [students]" in an effort to build self-sufficiency. In correspondence with this goal, this adjunct's course schedule in the syllabus remained

vague and ill-defined. It identified only general topics covered such as “professional style” and “sources.” These general topics seemed like beats, where a reporter produces stories within a certain discipline but may not know exactly what topic they will cover related to that subject. One may develop a study that investigates how or why journalism instructors teach the way they do. How does their background influence their pedagogical decisions?

Finally, one could pursue a future study that investigates the perceived value of accreditation, which often has a direct impact on curricular reform. Because of its restrictions on credits toward the major, accreditation protocol often makes curricular changes occur within an academic straightjacket, impeding flexibility or even minor modifications. A tangential investigation into students’, educators’, and/or practitioners’ perceived value of accredited journalism programs may have a significant impact on curricular decisions made down the line.

Notes

[1] P. Runkel and M. Runkel, A Guide to Usage for Writers and Students in the Social Sciences (Totoway, NJ: Rowman and Allanheld, 1984), 129-130. "Theory belongs to the family of words that includes guess, speculations, supposition, conjecture, proposition, hypothesis, conception, explanation, model."

[2] T. Pierce and T. Miller, "Basic Journalism Skills Remain Important in Hiring." *Newspaper Research Journal* 28, no. 4 (2007): 59. The authors surveyed 311 editors who reflected diversity in geography and newspaper-distribution size.

[3] D. Claussen, "How One Would Really 'Blow Up' a J-School Curriculum," *Journalism & Mass Communication Educator* 64, no. 2 (2009): 133.

[4] B. Cassidy, "Curriculum Fatigue," *Association for Education in Journalism and Mass Communication Hot Topics*, http://www.aejmc.com/topics/archives/922.

[5] C. Romano, 'We Need "Philosophy of Journalism,'" *The Chronicle of Higher Education*, http://chronicle.com/article/We-Need-Philosophy-of/49119/.

[6] K. Mangan, "Stop the Presses! Revamped Journalism Courses Attract Hordes of Students," *The Chronicle of Higher Education*, http://chronicle.com/article/Stop-the-Presses-Revamped/48497/.

[7] In an interview with the researcher on March 17, 2011.

[8] The student statistics come from Matthew Volz, current undergraduate student advisor in the department, in personal correspondence obtained on May 27, 2011.

[9] University of Utah Department of Communication Mass Communication Degree, http://www.humis.utah.edu/humis/docs/organization_296_1284485677.pdf. See the three courses listed under "Mass Communication Core" and the two required courses included in "Journalism Sequence."

[10] Ibid. These options are found at the bottom of the "Journalism Sequence" column.

[11] Pierce and Miller, "Basic Journalism Skills," 55. Of the skills editors ranked as most important for aspiring journalists, five of the top six pertained to skills developed in this introductory course: (1) write effectively, (2) interview, (3) develop sources, (4) write a lead, and (5) write a nut paragraph.

[12] M. Tenore, "Coffeeshop Newsrooms Yield Stories, Sources, Understanding of Journalism," *Poynter Community Engagement*, http://www.poynter.org/latest-news/top-stories/104806/coffeeshop-newsrooms-yield-stories-sources-understanding/. This idea stems from this story as well as the "Chicago Storefronts" course in the Medill

curriculum at Northwestern University, where students enter "diverse neighborhoods to discover issues important to particular audiences and to produce relevant and engaging multimedia stories."

[13] Ibid.

[14] Ibid.

[15] Hyperlocal media publications such as TribLocal, a "go-to source of real-time relevant news and happenings" in one's community, have a substantial following and can provide students with a platform to kick-start their careers. As of February 2012, TribLocal reporters "cover almost 100 towns," and they can submit content to the online version as well as the print edition. See TribLocal, *Frequently Asked Questions*, triblocal.com/faq. This hyperlocal publication has operated since 2007, and its websites and newspapers "are a compilation of suburban stories, photos and events written by staff reporters, community producers and citizen contributors." See also TribLocal, *About Us*, triblocal.com/about-us.

[16] M. Tenore, "Coffeeshop Newsrooms Yield Stories, Sources, Understanding of Journalism," *Poynter Community Engagement*.

[17] In light of these suggestions, it may be prudent for journalism educators and/or advisors to strongly recommend these areas as options for additional coursework to students who intend to pursue a career in this field.

[18] University of Utah Political Science Course Descriptions, *General Catalog*, http://www.acs.utah.edu/GenCatalog/crsdesc/pols.html. From the course description: "Constitutional basis of American government; public opinion; political participation, media, parties, interest groups; governmental decision makers (Congress, presidency, bureaucracy, courts)."

[19] Ibid. From the course description: "Politics, structure and activities of state and local governments, intergovernmental relations, legal and theoretical concerns, political processes, and administrative issues."

[20] Ibid. From the course description for the POLS 3140: Gender and Politics course: "Impact of gender in the political system; law and public policy, electoral behavior and professions." See also the course description for the POLS 3190: Racial and Ethnic Politics course: "Role of Blacks, Latinos, American Indians, and Asian Pacific Americans in American politics. Topics include constitutional status, citizenship, equality, identity, adaptation, suffrage, participation, representation, coalition, and conflict."

[21] K. Seelye, "5 Leading Institutions Start Journalism Education Effort," *New York Times*, May 26, 2005, http://www.proquest.com. Seelye, a political reporter for the *New York*

Times, previously wrote for the *Philadelphia Inquirer* and covered three presidential campaigns in 1992, 1996, and 2000.

[22] University of Utah Communication, Leadership, Ethics, and Research (CLEAR) program, http://www.youtube.com/watch?v=PvjnkepDLXw. The program website is under construction and unavailable as of Jan. 30, 2012. Each semester, a few graduate students from the Department of Communication serve as teaching assistants in designated undergraduate engineering courses, offering students strategies for communicating and presenting their work.

[23] University of Missouri School of Journalism, *Pre-Interest Area Requirements*, journalism.missouri.edu/programs/undergraduate/prejournalism/pre-interest-area-requirements. Students complete 12-13 credits. If they have four or more years of a single foreign language in high school, then they can waive this requirement. See also Northwestern University Medill School of Journalism, *Undergraduate Handbook*, www.medill.northwestern.edu/UploadedFiles/Medill/Student_Life/Files/0708Undergrad Handbook.pdf. From the text: "Students must take at least three units [classes] in a foreign language, unless they can demonstrate proficiency as defined by the Weinberg College of Arts and Sciences."

[24] University of Utah Undergraduate Studies, *General Education and Bachelor Degree Requirements*, ugs.utah.edu/gen-ed-reqs.

[25] Ibid.

[26] D. Burns, "Assessment in Academe: Try E-Portfolios," *Quill* 98, no. 3 (2010): 14. Burns explains that "e-portfolios are electronic collections of work that learners present to demonstrate they understand and can apply concepts in their discipline."

[27] M. Rowh, "Building an E-Portfolio," *Career World* 37, no. 3 (2008): 26-28. Rowh recommends "Coroflot (www.coroflot.com), Carbonmade (www.carbonmade.com), or VisualCV (www.visualcv.com) to create [an online] portfolio." He also suggests that students profile their strengths, polish their work, maintain brevity, and avoid any personal information "that might attract identity thieves."

APPENDIX A

CASE-STUDY RESEARCH PROTOCOL MODIFIED FROM YIN (2003)

A. Introduction to the case study and purpose of the protocol

a. Role of protocol in guiding the case-study investigator

This research protocol is simply a formal agenda for my line of inquiry. It contains details that I followed to conduct my research. This ultimately augments my study's reliability.

b. Theoretical proposition for the case study

Based on the current literature and my personal experience in all three journalistic communities—i.e., as a student, educator, and practitioner—it appears that an exiguous amount of dialogue occurs between these communities, and as a consequence, varying ideas may emerge of what equates to adequate preparation for students who wish to pursue a career in this field.

c. Rationale for the case sites: the University of Utah and the Salt Lake Valley media market

The main reason is access. As a current journalism educator at the University of Utah, I have connections with students in pursuit of a journalism career and practitioners who work in the field. These connections afforded me better access to data that allowed me to explore the study's research questions.

d. University of Utah Institutional Review Board approval (September 2010)

B. Field procedures

a. Participant selection criteria

(a) Interviews

1. Practitioners
    a. Managing editors sought (for print-based media) and news directors sought (for broadcast-based media)
        i. These titles connote knowledge and authority in the field and command within an organization, which means they provided the best expert opinions about skills and concepts imperative for entry-level practitioners
2. Educators

a. Taught within the Department of Communication from Spring 2007 – Fall 2010
b. Taught at least one course in the journalism sequence or mass communication core
    i. Viewing the number of courses taught in conjunction with the number of times taught led to identification of those who provided the most informed opinions of what educators need to teach students

3. Students
    a. Junior or Senior classification
    b. Enrolled in at least one of three capstone courses: Communication 3610: External Internship, Communication 3620: *Chronicle* editorial conference, and/or Communication 3555: Convergence Journalism
        i. Those further in their respective programs of study provided informed opinions of what students believed they needed to know and/or be able to do upon entry into the profession

(b) Surveys

1. Practitioners
    a. Same titles sought as for 'Interviews' but expanded to include broader editorial/directorial realm
        i. Assistant editors (print) and assistant news directors (broadcast) considered in effort to recruit a larger number of potential respondents
2. Educators
    a. Same criteria as for 'Interviews'
3. Students
    a. Same criteria as for 'Interviews'

(c) Direct Observations (i.e., the sites visited)

1. Site identified by Utah Press Association or Utah Broadcasters Association
2. Site employed a recently graduated University of Utah journalism student
    a. These "newer" practitioners could connect their experiences with the journalism curriculum at the University of Utah with the skills and knowledge currently required of them in the industry
    b. This augmented the case study's construct validity, confirming evidence of certain skills and knowledge imperative of entry-level journalists

b. Basic preparation for and procedures of data collection

(a) Interviews

1. I initially established a rapport with some practitioners and students from a pilot study conducted in Spring 2010 that assessed perceived student benefit and practitioner value in the

content of a new, required, capstone convergence journalism course. This allowed me to test my interview questions (for practitioners) and survey design (for students) in preparation for the dissertation study.

2. I eventually consulted my colleagues for practitioner contacts to pursue, and from their replies, I created a database that included each practitioner's name, phone number, e-mail address, and journalism area, firm, and title. Interview recruitment began in early March 2011 with all practitioner interviews completed by the end of the month.
3. I collected the archived list of journalism-course instructors from Spring 2007 – Fall 2010. I created a database that included each educator's name, phone number, e-mail address, title, and what courses he/she taught and when. Interview recruitment began in February 2011 with all educator interviews completed by mid-March.
4. I generated a signup sheet for student participation and received permission to visit upper-level journalism courses (those enrolled in Communication 3610: External Internship, Communication 3620: *Chronicle* (student newspaper) editorial conference, and Communication 3555: Convergence Journalism). These are advanced courses that apply journalism skills and concepts under investigation in this case study, so, in theory, the students enrolled in them would be better able to proffer informed perceptions of what constitutes adequate professional preparation. Students had a chance to voluntarily agree to an interview without any benefit or detriment to their status in the aforementioned courses. Interview recruitment began in mid-January 2011 with all student interviews completed by late February.

(b) Surveys

1. The Utah Press Association and Utah Broadcasters Association provided basic albeit outdated information—e.g., company name and phone numbers—about the media firms in the Salt Lake Valley. I confirmed or corrected the data by visiting media websites and/or sending e-mail inquiries. An initial invitation went out to those in the database in early March 2011 with a reminder distributed two weeks later. I left the survey "open" for one month.
2. For educators, I utilized the same database created for interviews to encourage survey participation. An initial invitation went out in early February 2011 with a reminder distributed two weeks later. I left the survey "open" for one month.
3. For students, I utilized the same database created for interviews to encourage survey participation. An initial invitation went out

in early February 2011 with a reminder distributed two weeks later. I left the survey "open" for one month.

(c) Direct observations

1. I consulted my colleagues for a list of names of recently graduated journalism students who had gained local employment as media practitioners. (I had financial restrictions that prevented travel beyond the immediate proximity.) Based on replies and schedule logistics, I observed two practitioners situated at broadcast firms—the ABC and CBS affiliates in Salt Lake City, one at a radio organization—the NPR affiliate in Salt Lake City, and one at a local, alternative media publication—*City Weekly*. Observations occurred at the end of March and into April 2011. The practitioners I observed all had earned their journalism degrees from the University of Utah; thus, all provided a unique connection between their education experience and the skills and concepts they typically use on the job. Moreover, all represented diverse, professional career tracks that aspiring journalists can pursue.

c. Data collection details

(a) Interviews

1. **This served as my primary method of data collection.**
   a. I conducted 23 interviews with a digital recorder and hired a transcriber to convert the audio files into Microsoft Word documents for subsequent analysis. I reviewed the transcription files to ensure accuracy. The average practitioner interview went 23 minutes and 29 seconds. The longest recorded was just under 30 minutes. For recently graduated students interviewed after I observed them, the average length was 17 minutes and four seconds. For educators, the average interview lasted 12 minutes and 55 seconds, and the longest was over 15 minutes. For students, the average was 11 minutes and 19 seconds, and the longest was over 15 minutes.
   b. In regards to practitioner demographics, 71% of interviewees represented the print sector of the industry, and 29% came from broadcast backgrounds. All had been with their current media organization (in Salt Lake City) for at least eight years.
   c. Two-thirds of the educator interviewees were graduate students/candidates, and the remaining one-third were adjunct faculty. (The removal of my committee members due to conflict of interest severely limited the number of tenured/tenure-track faculty available for an interview.) All had taught journalism courses within the department for at least three semesters from 2007-2010.

d. Half of the student interviewees were seniors, and all participants had professional journalism experiences in Salt Lake County.

(b) Surveys

1. **The anonymous surveys were the first method used to obtain data**, and thus, they allowed me to "test the waters."
   a. All replies were contained in a secure, password-protected account in SurveyMonkey. The concise surveys crafted for each community contained broad, general questions about student preparation for the profession accompanied by Likert scales for descriptive analysis.
   b. The response rate for practitioners was 37%. In regards to practitioner demographics, 90% of interviewees represented the print sector of the industry, and 10% came from broadcast backgrounds. Forty percent had been with their current media organization (in Salt Lake City) for at least 10 years.
   c. The response rate for educators was 57%. Graduate students/candidates comprised 35% of the respondents, and tenured/tenure-track faculty represented another 18%. Almost half (47%) of the educator survey participants were adjunct faculty. (Again, the removal of my committee members due to conflict of interest severely limited the number of tenured/tenure-track faculty available for an interview.) Four out of five had taught at least one journalism course within the department every semester from 2007-2010.
   d. The response rate for students was 96%. Seventy percent of the student interviewees were seniors, and three out of four already had professional journalism experiences in Salt Lake County at the time they completed the survey.

(c) Direct observations

1. This method contributed last to the compilation of data.
   a. Once arranged, I prepared a form (see Appendix E) to organize my notes based on each skill and/or concept I observed and time at which it occurred. I also left space to jot my comments and provided a categorical scheme—technological, writing, reporting, editing, and/or critical thinking—that allowed me to tentatively group each observation. I maintained an inconspicuous presence, asking questions only for clarification as necessary. At the conclusion of each practitioner's "shift," I interviewed them (see Appendix D). I typed my crude notes immediately after I completed each observation along with my preliminary thoughts and deductions. These typed reports were used in my subsequent analysis.

(d) Documents

1. **This method was ancillary to data collection and only used for informative purposes. No data analysis occurred.**
    a. For instance, I used course-catalog description and archived course syllabi to learn about journalism courses I had not taught within the Department of Communication.

d. Assistance procedure

(a) Consultation with my chair, committee, and colleagues

1. The chair of my committee, Dr. Kimberley Mangun, provided support and guidance when I needed it. Our meetings, while impromptu, often involved status updates and discussions about my results.
2. I kept a record of e-mail exchanges I had with my committee members as an electronic journal of ideas, developments, and deductions.
3. I also meet biweekly with two colleagues to discuss this research project and its findings. They challenged me to consider alternative explanations, which coincides with the iterative data analysis technique.

C. Case-study questions

a. Level 1: Questions for practitioners, educators, and students

1. Interview questions (for current practitioners):

I. What journalism skills/concepts do current practitioners identify and value as most imperative for entry-level reporters?
II. In what other disciplines outside of journalism do practitioners thinks journalism students should (have) take(n) coursework or have knowledge?
III. What do practitioners think educators can do to better prepare undergraduate journalism students for their careers?
IV. What do practitioners think students can do to better prepare themselves for their careers?

2. Interview questions (for current educators):

I. What journalism skills/concepts do educators think their students need to know and/or be able to do upon graduation?
II. In what other disciplines outside of journalism do educators think journalism students should (have) take(n) coursework or have knowledge?
III. What do educators think students can do to better prepare themselves for their careers?

3. Interview questions (for current students):

I. What journalism skills/concepts do students think they need to do know and/or be able to do upon graduation?

II. In what other areas/subjects outside of journalism do students believe they should (have) take(n) coursework in order to be prepared for their careers?

b. Level 2: Questions related to the study's overarching research question & the method(s) utilized to acquire findings

1. What does it mean to be prepared for this profession? What journalism skills and concepts does a "prepared" student possess?

Interviews—provide explicit definition and description
*From practitioners, students, educators

Surveys—provide explicit definition and description
*From practitioners, students, educators

Direct Observations—provide evidence based on typical duties of working professionals in the industry
*From practitioners (who are recently graduated from the University of Utah Department of Communication)

2. What does a 21st century working journalist do?

Direct Observations—offer a "day in the life" of reporters
*Gleaned from practitioners in different media positions and firms

Interviews—answer what do you do/think they do
*Assessed from practitioners, students, educators

Surveys—answer what do you do/think they do
*Assessed from practitioners, students, educators

D. Case-study evaluation

a. General data analysis strategy
   (a) Relying on theoretical propositions
      1. Focused on data that pertains to this statement
   (b) Thinking about rival explanations
      1. Considered possibilities that could influence the reliability of the results
         a. For instance, the assumption that practitioners know precisely what they want in entry-level reporters and clearly articulate it to educators and students

b. Specific data analysis technique
   (a) Iterative explanation building
      1. Made an initial theoretical statement or initial proposition
      2. Compared the findings in favor of and against the initial statement
      3. Revised/modified the initial statement
      4. Compared the findings in favor of and against the modified statement

5. Repeated steps (3) and (4) as often as necessary

(b) Methods analysis

1. Interviews
    a. Coding for categorization
2. Direct observations
    a. Qualitative analytic, focused coding
    b. Informal memos
3. Surveys
    a. Descriptive statistics, i.e., central tendency measures such as mean and mode

APPENDIX B

STUDENT INTERVIEW TEMPLATE

Interview questions for _____

Classification: _____ **Journalism Course(s) Taken To Date:**

_____ _____
_____ _____
_____ _____

BACKGROUND

• Have you had any professional experience in the journalism industry, e.g., as an intern?

• If so, for which media firm(s) do/did you work? What do/did you do there?

PREPARATION PERCEPTION

• What skills or types of knowledge do you think journalism professionals use on a day-to-day basis?

• How would you rate the importance of each of the following toward your entry-level preparation for the profession?

	1 relatively unimportant	**2** marginally important	**3** fairly important	**4** considerably important	**5** extremely important
- **Technological** *(i.e., hardware, software programs, equipment)*					
- **Writing** *(i.e., mechanics/style, lead construction, flow)*					

- Reporting *(i.e., interviewing, researching/sourcing, quoting/attributing)*					
- Editing *(i.e., proofreading, organizing—technological and written)*					
- Critical thinking *(i.e., law, ethics, judgment, justification of decisions)*					

• Of all the skills and knowledge a journalist should have, what is the ONE ***most*** imperative quality/skill/ characteristic that you think you should possess in order to be adequately prepared for a career in the journalism industry? Why?

• What journalism skills/concepts have you learned from your journalism coursework that you think you could competently recall in your career?

• You take courses outside of journalism. In what other areas/subjects have you learned information or skills that you believe will be valuable to you as a journalist? Why?

• ***(For those with professional experience)*** What skills or knowledge (if any) did you have to learn while on the job—that may or may not have been covered in your coursework?

• May I contact you again in the future for follow-up information and/or clarification as necessary?

• Who else would you recommend that I speak to about this research inquiry?

APPENDIX C

EDUCATOR INTERVIEW TEMPLATE

Interview questions for _____

Title: _____ **Course(s) Taught/Semester(s): _____**
(at the University of Utah) _____
_____

BACKGROUND

• Where is/was your most recent field experience with a media firm? What do/did you do?

• How long ago did this experience occur?

• How often do/did you teach journalism courses at the University of Utah?

PREPARATION PERCEPTION

• What journalism skills/concepts do you think students acquire in the course(s) that you teach?

• How would you define "preparedness" for entry into this field? What does it look like and/or consist of for an entry-level journalist?

• How would you rate the importance of each of the following toward students' entry-level preparation for the profession?

	1 relatively unimportant	**2** marginally important	**3** fairly important	**4** considerably important	**5** extremely important
- Technological *(i.e., hardware, software programs, equipment)*					
- Writing *(i.e., mechanics/style, lead construction, flow)*					
- Reporting *(i.e., interviewing, researching/sourcing, quoting/attributing)*					
- Editing *(i.e., proofreading, organizing—technological and written)*					
- Critical thinking *(i.e., law, ethics, judgment, justification of decisions)*					

• Of all the skills and knowledge a journalist should possess, which **<u>one</u>** attribute do you think is ***most*** imperative for the budding professional? Why?

• In what other discipline(s) <u>outside of journalism</u> do you think journalism students should take coursework and/or have knowledge? Why?

<u>WHAT CAN BE DONE</u>

• What do you think ***students*** can do to better prepare themselves for their careers?

• May I contact you again in the future for follow-up information and/or clarification as necessary?

• Who else would you recommend that I speak to about this research inquiry?

APPENDIX D

PRACTITIONER INTERVIEW TEMPLATE

Interview questions for _____

Title: _____ **Firm: _____**

BACKGROUND

• How long have you worked for this news organization?

• How often (*if at all*) do you work with students currently enrolled in or recently graduated from the journalism program at the University of Utah?

PREPARATION PERCEPTION

• On a day-to-day basis, what skills or types of knowledge do you use?

• How would you define "preparedness" for entry into this field? What does it look like and/or consist of for an entry-level journalist?

• Consider a recently graduated student who wants to work for you. How would you rate the importance of each of the following toward students' entry-level preparation for the profession?

	1 relatively unimportant	**2** marginally important	**3** fairly important	**4** considerably important	**5** extremely important
- Technological *(i.e., hardware, software programs, equipment)*					

- Writing *(i.e., mechanics/style, lead construction, flow)*					
- Reporting *(i.e., interviewing, researching/sourcing, quoting/attributing)*					
- Editing *(i.e., proofreading, organizing—technological and written)*					
- Critical thinking *(i.e., law, ethics, judgment, justification of decisions)*					

• Of all the skills and knowledge a journalist should possess, what is the ***most*** imperative quality/skill/ characteristic—JUST ONE!—that you look for in an aspiring journalist who wants to work here? Why?

• In what other discipline(s) outside of journalism do you think journalism students should take coursework and/or have knowledge? Why?

WHAT CAN BE DONE

• What do you think journalism ***educators*** can do to better prepare undergraduate journalism students for their careers?

• What do you think ***students*** can do to better prepare themselves for their careers?

• May I contact you again in the future for follow-up information and/or clarification as necessary?

• Who else would you recommend that I speak to about this research inquiry?

APPENDIX E

DIRECT OBSERVATION TEMPLATE

Date:							
Media Firm:							
Reporter(s) observed:							
TIME	Skill / Knowledge observed	Comment	Techno-logical	Writing	Reporting	Editing	Critical Thinking

On The Side…

APPENDIX F

STUDENT SURVEY QUESTIONNAIRE

1. Your Background
    a. What is your academic classification?
        i. Freshman
        ii. Sophomore
        iii. Junior
        iv. Senior
        v. Recently Graduated
    b. What journalism courses have you completed thus far? Please check ALL that apply. (Include courses in which you are currently enrolled.)
        i. Communication 1530: Basic Photography
        ii. Communication 1535: Basic Digital Photography
        iii. Communication 1610: Introduction to News Writing
        iv. Communication 2530: Photojournalism
        v. Communication 3510: Intro to Web Design
        vi. Communication 3520: Radio Journalism
        vii. Communication 3530: Advanced Photography
        viii. Communication 3555: Convergence Journalism
        ix. Communication 3560: Video Production I
        x. Communication 3570: Newsbreak
        xi. Communication 3600: Editing Process
        xii. Communication 3610: External Internship
        xiii. Communication 3620: Chronicle Internship
        xiv. Communication 3640: Writing for New Media
        xv. Communication 3660: Intermediate Reporting
        xvi. Communication 4520: Television Journalism
        xvii. Communication 4560: Video Production II
        xviii. Communication 4570: Visual Editing
        xix. Communication 4610: Magazine Writing
        xx. Communication 4670: Specialty Reporting (topic varies)
        xxi. Communication 5300: Mass Communication Law
        xxii. Communication 5550: Digital Imaging
        xxiii. Communication 5555: Documentary Photography
        xxiv. Communication 5660: Media Ethics
        xxv. Communication 5770: Communication Design
        xxvi. OTHER
            1. If you choose ‘OTHER,’ then please specify the course(s) not included in the list above:
    c. How many courses did you check in the previous question?
        i. I checked 1-5 courses.

ii. I checked 6-10 courses.
iii. I checked more than 10 courses.

d. What journalism experience have you had in the field? (e.g., an internship or actual employment)
   i. I have NOT yet had any journalism experience in the field.
   ii. I do have journalism field experience(s). (Please list below.)
      1. Please list where you worked:

2. Your Preparation
   a. Of all the skills and knowledge a journalist should have, what do you believe is the ONE most important quality/skill/characteristic that you think you should possess in order to be adequately prepared for a career in the journalism field?
      i. (open response)
   b. How prepared do you think you were/will be when you enter the journalism profession?
      i. Very Unprepared
      ii. Somewhat Unprepared
      iii. Don't Know/Not Sure
      iv. Somewhat Prepared
      v. Very Prepared
         1. Please specify why:

3. Skill/Concept Value In Journalism
   a. How would you rate the importance of each of the following toward your entry-level preparation for the profession?

	1 relatively unimportant	**2** marginally important	**3** fairly important	**4** considerably important	**5** extremely important
- Technological *(i.e., hardware, software programs, equipment)*					
- Writing *(i.e., mechanics/style, lead construction, flow)*					
- Reporting *(i.e., interviewing, researching/sourcing, quoting/attributing)*					
- Editing *(i.e., proofreading, organizing—technological and written)*					
- Critical thinking *(i.e., ethics, judgment, justification of decisions)*					

4. Skill/Concept Value Outside Journalism
    a. In what other discipline(s) OUTSIDE of journalism do you believe you should (have) take(n) coursework in order to be prepared for a career in the journalism field? Please check ALL that apply.
        i. Accounting
        ii. Atmospheric Sciences
        iii. Biology
        iv. Business
        v. Chemistry
        vi. Computer Science
        vii. Economics
        viii. Environmental Studies
        ix. Finance
        x. Foreign Language
        xi. Geography
        xii. History
        xiii. Management
        xiv. Marketing
        xv. Mathematics
        xvi. Physics
        xvii. Political Science
        xviii. Sociology
        xix. Statistics
        xx. OTHER
        xxi. None of the above
            1. If you choose "OTHER," then please specify a discipline not included in the list above:

APPENDIX G

EDUCATOR SURVEY QUESTIONNAIRE

1. Your Background
    a. In general, how would you classify your academic title at the University of Utah? (If you are no longer at the University of Utah, then please check the title that applied when you were there.)
        i. Graduate student/candidate
        ii. Adjunct faculty member or Lecturer
        iii. Tenured/Tenure-track faculty
    b. In general, how would you categorize your most recent field/work experience with a professional media firm?
        i. Primarily print-oriented
        ii. Primarily broadcast-oriented
            1. Please list where you worked:
    c. How long ago did this experience occur?
        i. Less than 1 year ago
        ii. Between 1 and 5 years ago
        iii. More than 5 years ago
    d. How often do/did you teach journalism courses at the University of Utah? (If you are no longer at the University of Utah, then please check the frequency that applied from when you were there.)
        i. Regularly (e.g., at least one course EVERY academic TERM)
        ii. Consistently (e.g., at least one course every academic year)
        iii. Sporadically (e.g., at least one course EVERY OTHER academic YEAR)

2. Entry-Level Preparation
    a. Of all the skills and knowledge a journalist should have, what do you believe is the ONE most important quality/skill/characteristic that an entry-level journalist should possess?
        i. (open response)

3. Skill/Concept Value In Journalism
    a. How would you rate the importance of each of the following toward students' entry-level preparation for the profession?

	1 relatively unimportant	**2** marginally important	**3** fairly important	**4** considerably important	**5** extremely important
- Technological *(i.e., hardware, software programs, equipment)*					
- Writing *(i.e., mechanics/style, lead construction, flow)*					
- Reporting *(i.e., interviewing, researching/sourcing, quoting/attributing)*					
- Editing *(i.e., proofreading, organizing—technological and written)*					
- Critical thinking *(i.e., ethics, judgment, justification of decisions)*					

4. Skill/Concept Value Outside Journalism
    a. In what discipline(s) OUTSIDE of journalism do you believe journalism students should take coursework in order to be prepared for a career in the journalism field? Please check ALL that apply.
        i. Accounting
        ii. Atmospheric Sciences
        iii. Biology
        iv. Business
        v. Chemistry
        vi. Computer Science
        vii. Economics
        viii. Environmental Studies
        ix. Finance
        x. Foreign Language
        xi. Geography
        xii. History
        xiii. Management
        xiv. Marketing
        xv. Mathematics
        xvi. Physics
        xvii. Political Science
        xviii. Sociology
        xix. Statistics
        xx. OTHER
        xxi. None of the above
            1. If you choose ‘OTHER,’ then please specify the discipline(s) not included in the list above:

APPENDIX H

PRACTITIONER SURVEY QUESTIONNAIRE

1. Your Background
    a. In general, how would you categorize your journalism background?
        i. Primarily print-based
        ii. Primarily broadcast-based
    b. How long have you worked for your CURRENT media organization?
        i. Less than 1 year
        ii. Between 1 and 10 years
        iii. More than 10 years
    c. How often do you work with students currently enrolled in and/or recently graduated from the journalism program at the University of Utah?
        i. Never
        ii. Rarely (e.g., perhaps once or twice per year)
        iii. Sometimes (e.g., maybe once or twice per month)
        iv. Frequently (e.g., once or twice per week)
        v. Always (e.g., on a daily basis)

2. Entry-Level Preparation
    a. Of all the skills and knowledge a journalist should possess, what do you believe is the ONE most important skill/quality/characteristic that you look for in an entry-level journalist who wants to work for you or in your organization?
        i. (open response)

3. Skill/Concept Value In Journalism
    a. Consider a recently graduated student who wants to work for you. How would you rate the importance of each of the following toward students' entry-level preparation for the profession?

	1 relatively unimportant	**2** marginally important	**3** fairly important	**4** considerably important	**5** extremely important
- **Technological** *(i.e., hardware, software programs, equipment)*					
- **Writing** *(i.e., mechanics/style, lead construction, flow)*					

- Reporting *(i.e., interviewing, researching/sourcing, quoting/attributing)*					
- Editing *(i.e., proofreading, organizing—technological and written)*					
- Critical thinking *(i.e., ethics, judgment, justification of decisions)*					

4. Skill/Concept Value Outside Journalism
    a. In what other discipline(s) OUTSIDE of journalism do you believe journalism students should take coursework in order to be prepared for a career in the journalism field? Please check ALL that apply.
        i. Accounting
        ii. Atmospheric Sciences
        iii. Biology
        iv. Business
        v. Chemistry
        vi. Computer Science
        vii. Economics
        viii. Environmental Studies
        ix. Finance
        x. Foreign Language
        xi. Geography
        xii. History
        xiii. Management
        xiv. Marketing
        xv. Mathematics
        xvi. Physics
        xvii. Political Science
        xviii. Sociology
        xix. Statistics
        xx. OTHER
        xxi. None of the above
            1. If you choose ‘OTHER,’ then please specify the discipline(s) not included in the list above:

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